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ABSTRACT

This book presents lessons learned after 4 years of Promising and Effective Practices Network (PEPNet), a project of the National Youth Employment Coalition that identifies and promotes criteria of effective practice in youth employment and development. The book, which provides a cumulative summary of all PEPNet programs, is a resource that brings youth employment and development practitioners together to share information in order to improve the methods and techniques of preparing young people for employment and life. The book includes (1) a list of the PEPNet-awarded programs; (2) a two-page summary of PEPNet; (3) a two-page profile of each of the 51 PEPNet award-winning programs, with a brief description of the program elements and contact information; (4) a funding sources and demographics chart; (5) an index to effective practices; and (6) acknowledgements of those who have worked on and supported PEPNet in the past year. (SM)

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PEPNet '99

PROMISING & EFFECTIVE PRACTICES NETWORK

Lessons Learned From 51 Effective Youth Employment Initiatives

Carri, 18: "I now know what I must do to be successful and that the decisions are mine." Terrell, 20: "I increased my self-confidence, enhanced my communication skills, and earned respect for my peers and community." Michelle, 18: "We learned to put our differences aside and accomplish our goals as a team." Andrea, 19: "I knew I had to abide by their rules and regulations." Carmen, 18: "The small student-to-teacher ratio makes it easier for students to learn and to receive more one-on-one attention." Reanna, 18: "I didn't know that 'soft' skills -- communication, diligence and attitude -- were so important." Joseph, 18: "They believed in me." Tacara, 18: " The valuable work experience, and the skills learned therein, has inspired me to apply to many prestigious colleges such as Harvard and Johns Hop :d me." Juan, 19: "In the first three months, I comp my vocation in auto mechanics." Billy, 24: "Staff care a ace reality when I get off track." Shaun, 19: "Even the counselors were cool." Tom, 17: "I started to come in early, go to bed early, and I became more responsible." Shermane, 17: "I attained my GED and my driver's license in February."

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What is the National Youth Employment Coalition?

The National Youth Employment Coalition (NYEC) is a network of over 120 youth employment/development organizations dedicated to promoting policies and programs which help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens.

- Operates ***PEPNet: Promising and Effective Practices Network*** to promote criteria of effectiveness, recognize excellence in youth employment/development programs and disseminate information and tools on effective practice to improve practice and policy
- Shares ***information about youth policies and programs*** among practitioners, policy makers, researchers and advocates:
  - Monthly Newsletter
  - Fax Alerts
  - Annual Retreat
  - Conference Calls
  - Annual Meeting & Roundtables
  - Web Site: www.nyec.org
- Facilitates ***youth policy development & analysis***
- Provides ***public information*** on youth employment/development
- Operates the ***New Leaders Academy,*** a professional development fellowship for rising staff in the youth employment/development field
- Formulating ***Indicators of Youth Economic Achievement*** to help youth employment programs measure and document youth development successes of participants
- Funded by: Membership dues and grants from The Ford Foundation; Charles Stewart Mott Foundation; DeWitt Wallace - Reader's Digest Fund; Annie E. Casey Foundation; Pinkerton Foundation; Hearst Foundations; U.S. Department of Labor, Employment and Training Administration.

For information on NYEC and how to join, return the form on page 2 of this book or visit http://www.nyec.org. For a list of NYEC members, see inside back cover.

PEPNet Funders

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U.S. Department of Labor, Employment and Training Administration

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The Pinkerton Foundation

Cover quotes are excerpted from "The stories of thirty-two young people who achieved success and the programs that helped them," a National Youth Employment Coalition publication chronicling the stories of participants from PEPNet-Awarded programs.

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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet

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PROMISING AND EFFECTIVE PRACTICES NETWORK (PEPNET)

INITATIVES RECOGNIZED FOR EFFECTIVE PRACTICE IN YOUTH EMPLOYMENT/DEVELOPMENT

1996-1999

	For a Program Description, See Page...
ACADEMY FOR CAREER EXCELLENCE (ACE), New York, NY, *Jobs for Youth, Inc. - New York*	*70*
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CASSADAGA JOB CORPS CENTER, Cassadaga, NY, *Global Associates*	*46*
CENTRAL COUNTY OCCUPATIONAL CENTER/PROGRAM, San Jose, CA	*74*
CITE OF ROCHESTER/MONROE COUNTY, Rochester, NY, *Arbor, Inc.*	*76*
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Juma Ventures, San Francisco, CA 36

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Mayor's Youth Employment and Education Program, San Francisco, CA 54

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Summer Works! School-based, Work-based & Service-learning, Bakersfield, CA, *Employers' Training Resource (JTPA) and Kern High School District - Career Resource Division* 86

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WHAT IS PEPNet?

The Promising and Effective Practices Network (PEPNet), a project of the **National Youth Employment Coalition (NYEC),** identifies and promotes criteria of effective practice in youth employment/development.

PEPNet:

- recognizes and supports an international network of youth employment initiatives that meet PEPNet criteria;
- helps practitioners and other youth professionals improve and document youth employment practice;
- builds and disseminates knowledge about youth employment/development practice; and
- provides information on effective practice to policy makers and the public to increase support for effective youth employment/development programming.

What are the PEPNet criteria of effective practice?

NYEC and a national Working Group of practitioners, policy makers, and researchers developed the PEPNet criteria of effective practice. The PEPNet criteria fall into five broad categories:

- **Purpose and Activities:** Successful initiatives have clear and well-understood aims and a coherent, well-organized set of components and activities to attain them.

- **Quality Management:** Successful initiatives have sound management, engaged leadership and qualified and committed staff; work in collaboration with others; and use information and data to continuously improve.

- **Youth Development:** Successful initiatives are characterized by a conscious and professional reliance on youth development principles to identify and shape program activities and to drive the kinds of outcomes that are sought for young participants.

- **Workforce Development:** Successful initiatives consciously prepare youth for the workforce; connect successfully to employers; make appropriate use of training, workplace exposure, work experience, and education; and consistently emphasize the connection between learning and work.

- **Evidence of Success:** Effective initiatives collect and make use of credible data or other measures that reflect the soundness of their goals, their operational effectiveness, and their ability to achieve desired outcomes.

How are PEPNet effective initiatives ("PEPNet Awardees") selected?

Teams of at least three professionals from a panel of youth employment/development experts review each PEPNet Application from initiatives seeking PEPNet recognition. This peer review determines which applications meet the PEPNet criteria. Applicants chosen by the review teams become "PEPNet Awardees," recognized for effectiveness, and provide a base of information to the youth employment/development field on practices that work.

How does PEPNet encourage IMPROVEMENT in the youth employment/development community?

PEPNet invites all youth employment/development professionals to become involved in PEPNet and: 1) conduct a PEPNet Self Assessment to determine areas of strength and weakness; 2) utilize the network of Awardees and NYEC's PEPNet services to learn from PEPNet Awardees and to share information and techniques; and 3) send a clear message to policy makers that there is much that works and much more that can work, given support and resources.

How do I become recognized by PEPNet?

Any organization involved in youth employment/development serving youth 14-25 may apply to be recognized by PEPNet. We suggest you begin by conducting a PEPNet Self Assessment. Start this early with your staff, students, Executive Director and Board. After completing the Self Assessment, complete the PEPNet Application. Applications for the next PEPNet recognition will be due in Spring 2000.

If I'm not ready to seek recognition, can PEPNet help?

Absolutely. Recognition is just one part of PEPNet. PEPNet will provide anyone interested with information about special PEPNet training, descriptions of effective practices and initiatives, and the PEPNet Self Assessment for initiatives to use to evaluate and improve their own practices.

What kinds of information can I get from PEPNet?

In four years, PEPNet has built a wealth of information about what is working for youth. PEPNet's criteria represent a set of standards of effective practice widely accepted throughout the youth employment/development field. Through the analysis of its recognized programs, PEPNet's expertise includes examples, contracts, lessons and reflections on a range of effective practices. PEPNet's Self Assessment/Application offers a powerful resource for program improvement. NYEC makes PEPNet's findings available in written materials, on the Web, in workshops, gatherings and training around the country, and by connecting people to those who have information they need.

FOR MORE INFORMATION...*(check all that apply)*

☐ **I want to get engaged in PEPNet! Add me to the PEPNet mailing list.**

☐ **Please send me the PEPNet Self Assessment/Application.**

☐ **I'd like information on the National Youth Employment Coalition.**

☐ **I'm interested in serving as a PEPNet reviewer.**

Name______________________________________

Agency______________________________________

Address______________________________________

Phone____________________ Fax____________________

E-mail__________________________

Fax to: **202-659-0399**; or mail to: **NYEC**
1836 Jefferson Place, NW
Washington, DC 20036

You may also make this request electronically
by visiting PEPNet's Web Site at www.nyec.org

(For additional copies of Lessons Learned, send a self-addressed stamped envelope with $3.20 in postage for each book to NYEC)

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LESSONS LEARNED FROM FOUR YEARS OF PEPNet

Introduction

Four years ago, in August 1995, the National Youth Employment Coalition (NYEC) convened a Working Group of thirty-six experienced youth employment and youth development experts (a diverse group of practitioners, policy makers, researchers, employers, technical assistance providers, and more, from all around the country) to create a credible system to counter the prevailing notion that "nothing works for out-of-school youth." In the first year, NYEC, with the counsel of the Working Group, created the criteria of effectiveness, conceived a Self Assessment and Application and conducted a national search for effective youth employment/development programs. Thus was the Promising and Effective Practices Network, PEPNet, born.

PEPNet's influence: WIA and more

Since 1995, PEPNet's unique base of knowledge about youth employment/development practice has steadily gained recognition among programs, funders and policy makers.

One important example is the Workforce Investment Act of 1998 (WIA), the new law governing the federal workforce system (replacing the Job Training Partnership Act, JTPA). Congressional and Administration staff drew from PEPNet as they developed what became the WIA. Four PEPNet-awarded programs took the lessons learned to Capitol Hill, testifying in both the House and Senate as Congress was drafting the WIA. As a result, this major federal employment legislation incorporates many of the practices identified by PEPNet as important for effective youth employment/development programming. These include:

1. Long-term intensive services. WIA authorizes a broad service strategy that integrates academic and occupational training, guidance and counseling and the involvement of parents and employers.
2. Twelve months of follow-up services. WIA recognizes the value of services after placement on a job and requires such services for all participants. Youth Opportunity Grants require two years of follow-up services.
3. Different outcomes for different ages. By establishing different outcomes for ages 14-18 than for 19-21, WIA recognizes that youth are at different stages of development and outcomes need to be appropriate to their age and developmental needs.
4. Work-based learning. This is an essential part of WIA. Youth programs are empowered to engage employers, create work experience opportunities and combine work with education and training.
5. Adult mentoring. Recognizing that the relationship with a caring adult often results in a successful transition to work, WIA encourages adult mentoring.
6. Youth development. WIA specifically authorizes youth development activities such as leadership training, community service, and family involvement as important aspects of youth employment services.

WIA is just one example of PEPNet's growing reach. The DeWitt Wallace-Readers Digest Fund funded the New Leaders Academy, the National Youth Employment Coalition's professional development fellowship for rising staff in the youth employment/development field, in part because the curriculum would include the PEPNet principles and give participants access to people and programs that make up PEPNet.

PEPNet's message is also spreading to other countries. Human Resources Development (HRD) Canada, a federal agency, recently hosted a conference of the Asian-Pacific Economic Consortium on youth employment and utilized the PEPNet criteria as the model for case studies presented by the member economies. In addition, NYEC has received a grant from the Ford Foundation to work with groups in South Africa who want to adapt PEPNet to create criteria for effective youth employment and youth development programs in that nation.

In four years, PEPNet's informational materials, tools, and presentations have reached over 7,000 individuals. More than 150 applicants have undergone the rigorous PEPNet review process. Now in its fourth year, PEPNet is poised to recognize new Awardees, adding to the store of knowledge that NYEC will continue to develop and disseminate.

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The 1999 PEPNet Awardees

This year, eight programs are recognized as PEPNet Awardees, bringing the total of Awardees to fifty-one since 1996. They share with previous Awardee classes a diversity of program approaches, an intense commitment to young people, and clearly articulated program priorities and goals.

This class does take PEPNet into new territory, making it an international award and expanding its reach to Canada with the recognition of Goodwill Toronto and BladeRunners of British Columbia. Two of the programs, CExP and RIO-Y, serve youth in the juvenile justice system. It appears that youth employment is becoming an integral part of the Juvenile Justice intervention system and there are a growing number of effective programs working with adjudicated youth. Project Opportunity is the first PEPNet initiative designed specifically for pregnant and parenting teens.

The other Awardees also provide innovative twists to youth employment and development. Juma Ventures owns and operates four small businesses—Ben & Jerry's and Starbucks franchises—which generate enough revenue to provide sustainable jobs and training opportunities for approximately ninety youth a year (and will be expanding). At Civic Works, high school dropouts, high school graduates, and college students learn from each other as they provide needed community services and plan their futures. And at San Jose Job Corps Center, extensive community partnerships offer the trainees a choice of 28 vocational courses.

Each of the Awardees provides a broad range of services that are necessary to enable young people to develop skills and competencies needed to get a job and become self-sufficient. They also contribute to and reinforce the lessons learned about effective youth employment/development programs.

Twelve Lessons From PEPNet

After four years and fifty-one Awardees, PEPNet has identified a dozen lessons about effective youth programs that administrators and staff, funders, policy makers, and local communities should consider in supporting, designing, and implementing youth employment programs.

1. ***There is no single model.*** Effective youth programs are not a "one size fits all" commodity. They are operated by diverse non-profit organizations; by school districts, community agencies, and federal and state/provincial departments; and by for-profit groups and private employers. They employ different approaches and focus on different things: vocational training, basic education, work experience, community development, entrepreneurship, summer programs. Common to all, however, is that they engage young people in their development and provide high quality services for enough time to have an impact.

2. ***Work can and should be a positive youth developmental activity.*** Effective youth initiatives recognize and use work as a developmental tool. They make work a means for learning, for building responsibility, and for achieving personal development and growth. Just a few of the examples from PEPNet Awardees: work is part of thoughtful school-to-work programs; featured in a summer program that puts teams of youngsters into their own business enterprises; and is the major organizing principle of a residential program for adjudicated youth that teaches responsibility and growth.

3. ***Variety in workforce development approaches makes it possible to tailor services to individual needs.*** Effective training includes solid workforce components beyond remedial academic skills and occupational classes. Effective programs in PEPNet add innovative wrinkles: carpentry classes located on and involving the repair of boats; paid community work experience renovating low-income housing or tutoring youngsters; building wooden furniture; assisting in a hospital emergency room in preparation for firefighter training; opportunities to explore different careers; exposure to local colleges and universities. Effective programs use workforce development activities to help young people identify personal interests and begin to move towards long-term employment goals.

4. ***Establish effective, innovative connections with the private sector.*** Effective initiatives develop strong linkages to the private sector and maintain and expand upon these. They accomplish this by creating employer councils, consortia, and advisory committees and listening to what the employers say; by inviting employers to provide instructional staff, training facilities, and other resources; by asking employers to share their technical business expertise; and by communicating with employers regularly.

5. ***Incorporate opportunities for community service.*** Effective programs recognize the importance of community service. Among the Awardees, some initiatives make community service the focus of their entire program. In others, young people are expected (or required) to volunteer in the community during the program. Initiatives emphasize the "civic value" of community service; use civic responsibility to reinforce the notions of personal responsibility, involvement, and leadership; and include it as an important form of work experience and work-based learning.

6. ***Leverage resources and funding through collaboration and partnership.*** Effective initiatives display a creative variety of collaborations and illustrate the use of collaboration as an element of program design. In many cases, collaboration reflects a strategic approach to widening the array of resources (housing, training, transportation, medical and day care) available for young people in an efficient and cost-effective way. Collaborations also expand a program's ability to provide diverse, quality work experience and workforce development activities, with community agencies and organizations, the education system, and public agencies. Collaboration with education agencies is increasing, and six PEPNet winners are running charter schools: Arizona Call-A-Teen, American Institute for Learning, Gulf Coast Trades Center, Los Angeles Conservation Corps, Philadelphia YouthBuild, and YouthBuild Detroit. Others are exploring this option.

7. ***Provide extended services.*** Effective programs stress longer-term supports for youth, from a minimum of six months to a year, with possibilities for more extended involvement. One way programs do this is through post-placement services, providing support and regular follow-up after a young person has ended formal participation in the program and is connected to the labor market. Another is through structured "alumni" programs, through which former participants can receive support while providing orientation and guidance to current participants. Effective initiatives don't end with job placement; rather, they help sustain attachment to the labor market or postsecondary education.

8. ***Structure strong, long-term relationships with competent, caring adults.*** Effective programs connect youth to caring adults. Research, experience, and intuition all support the value to young people of a caring, competent adult they can talk to about plans, problems, decisions, and their future. Such mentors may be counselor (a reason for continuity among staff), a teacher, a secretary, a program alumnae/us, or a work supervisor. A Cassadaga Job Corps Center Instructor told a story about a bus driver at the Center who was taking ten young people from the Job Corps to work sites each day. He heard the complaints and successes on the job and became an informal counselor. Job Corps recognized this and made the bus driver a part of the support system.

9. ***Hire and develop quality staff.*** Effective programs take special care and pay attention to the qualifications, screening, and continued training of staff. PEPNet Awardees have clear, cogent minimum qualifications for individual staff positions and communicate high expectations. In some initiatives, the youth are involved in screening staff. Other programs develop career ladders which enable participants and staff to progress within the organization. Effective programs also strive for staff stability and continuity, and devote resources and attention to in-service staff training and development. In many instances, both the qualifications and the training of staff focus on the knowledge of the principles of youth development.

10. ***Commit to continuous improvement.*** Effective programs take active steps to grow and improve. They rely on internal self-evaluation as well as outside assessments (including independent evaluations) to gauge their impacts and identify ways to strengthen what they do. They place heavy emphasis on training of staff and depend on feedback from their participants to help in identifying areas that need attention.

11. ***Emphasize family and/or peer support.*** Effective programs place a special focus on families and develop ways to engage families. PEPNet Awardee examples include a designated "family" day and invitations to open houses, orientation, and workshops; staff conducting regular home visits and intervening in crisis situations; and counseling for young people to help strengthen family relationships. Effective initiatives also organize mutual support networks among the young people in the program. These may involve connecting participants to successful graduates, or helping the youth in the program to form bonds with each other. Peers are a major influence for young people and developing these new friendships and support networks helps them continue on their path to success. Also, for many participants, it is the first time they are being encouraged and rewarded for working towards something positive with and by their peers.

12. ***Recognize and respond to age and developmental needs.*** Effective programs are designed to address the ages and developmental stages of their participants. They assess individual needs and goals at intake and track these through authentic assessment; customize courses for youth with special needs; and sequence activities so young people experience a series of successes and increase their responsibilities.

Three Principles of Effective Youth Practice

We must stop the search for the magic potion that will fix all youth. We can no longer treat youth as empty vessels into whom we pour information. Youth must be actively engaged in their own development. Youth need connections with competent caring adults and competent institutions that help them develop their resources. Finally, we need to build more competence in schools, training programs and youth development organizations. PEPNet continues to hold to the following principles:

1. Young people are precious resources and need to be developed.
2. Service provider capacity needs to be developed as an investment.
3. We need to raise the standards for young people and the organizations that serve them recognizing that this requires more money, time, and commitment.

How to use this book

Lessons Learned 99 is the fourth edition of PEPNet Awards and provides a cumulative summary of all PEPNet programs. PEPNet can be a powerful tool for sharing information about effective practices. *Lessons Learned 99* is a resource to bring youth employment/development practitioners together to share information in order to improve the methods and techniques of preparing young people for employment and life. Specifically, it includes:

1. A **list of the PEPNet-Awarded programs** (pp. i-iii)

2. A two-page **summary of PEPNet** (pp. 1-2): what PEPNet is, how to use it, and a form to request information. A **profile of the National Youth Employment Coalition** and acknowledgment of PEPNet's funders appears on the inside front cover.

3. A two-page **profile of each of the 51 PEPNet award-winning programs** with a brief description of the program elements and contact information (pp. 27-135; index in pp. i-iii). The summaries are arranged by Awardee class, and the contact information is intended to encourage follow-up with the program to receive more information. (NYEC asks that other program operators and planners recognize that though the PEPNet sites are committed to spreading the word about effective practice, time and resources of these programs are limited.)

4. The **Funding Sources and Demographics Chart** on Page 8-14 lists the population served and the sources of funding and support for each of the 51 programs. This chart is intended to assist program planners and operators to find programs that serve similar populations so that they can examine their practices more closely. The information about funding is intended to demonstrate the diverse sources of funding of effective programs and to encourage readers to think about pursuing multiple funding sources for their programs.

5. The **Index to Effective Practices** on Pages 15-25 lists specific practices identified in the PEPNet application by PEPNet category. The Index was developed to enable practitioners to search for information by a specific practice (for example, if a program wants to improve its long-term/post placement activities) and this updated 1999 index contains an important new feature: the connection of each practice to its descriptions among program profiles in this book. Next to each of the practices in the index, we have listed some of the Award winners employing that practice, and direct you to the page in the book where we discuss the Awardees' work on this practice. The Index is designed to encourage and facilitate the exchange of information about effective practices.

6. **Acknowledgments** of those who have worked on and supported PEPNet in the past year (pp. 137 - inside back cover).

Conclusion

PEPNet has grown in four years but it has barely begun to reach its potential. We need more examples of effective programming to inform practice and policy. If you work with a youth employment/development program, please consider using PEPNet's tools (this book is one of them) and applying to PEPNet in 2000. You will find a form to request materials on p. 2. If you know other youth programs, please encourage them to get engaged.

NYEC will host the first PEPNet Institute on September 16-17, 1999. Practitioners from around the nation will come together with PEPNet Awardees to discuss, focus, share ideas and reflect on practice: what the youth employment/development field has learned about what practices work for youth, and how we can do better. We see the Institute, like this *Lessons Learned* book, the PEPNet Self Assessment and PEPNet's other tools (see pp. 1-2), as another opportunity to help the youth employment/development field move toward the ultimate goal: ensuring that all young people receive the opportunities, services and supports they need to succeed.

This book is the core PEPNet resource document and we at the National Youth Employment Coalition (NYEC) hope you find it a useful resource in your ongoing work. We welcome your comments and we look forward to your continued engagement with PEPNet.

PEPNet AWARDEES' FUNDING STRATEGIES AND DEMOGRAPHICS

This matrix presents the diversity of funding resources used by PEPNet Awardees to conduct their activities and the demographics of the youth they serve. Use the chart to identify potential funding strategies to serve the youth in your program and to reach Awardees to learn more. See the Awardee Program Summaries for contact information (pages noted in Awardee list at the front of this book).

1999 PEPNet Awardees	Funding Sources	Demographics
BladeRunners Program *Vancouver, British Columbia* *Community Development Unit* *Province of British Columbia*	British Columbia provincial government's Youth Options BC initiative.	Ages: 19 - 28 Residents of BC for over a year At-risk; multiple barriers to employment
Career Exploration Project *New York, NY* *Center for Alternative Sentencing and Employment Services (CASES)*	New York Community Trust, Open Society Institute, Frances L. and Edwin L. Cummings Memorial Trust, Chase Manhattan Bank, Tiger Foundation.	Ages: 15 - 19 First time felony offenders 90% Male, 10% Female Out-of-School and In-School 60% African American, 38% Latino
Civic Works *Baltimore, MD*	Federal grants, AmeriCorps, Dept. of Housing and Community Development of Baltimore, Housing Authority of Baltimore City, State of Maryland, Foundations.	Ages: 17 - 25 Approximately 50% are high school dropouts or graduates Approximately 50% have some college experience
Goodwill Toronto's Community Youth Program *Toronto, Ontario*	Human Resources Development Canada, Royal Bank, Financial Group, Universal TeleResponse, Goodwill Toronto. A range of Employer Partners fund the internship phase of the program.	Ages: 16 - 29 Toronto residents Youth at-risk, such as high school dropout; facing socioeconomic issues (e.g. shelter, Children's Aid, on the street, without support of parents); and/or currently not working or in a dead-end job.
Juma Ventures *San Francisco, CA*	Juma is funded through a combination of Juma-run business-generated revenue; foundations; corporations; public funds; and individual donations.	Ages: 14 - 25 In-School and Out-of-School Low Income; over 50% are making transition from welfare to work 56% African American, 18% Latino, 14% Caucasian, 7% Asian/Pacific Islander, 5% Mulitracial 10 - 15% gay/lesbian

PEPNet Awardees ('99)	Funding Sources	Demographics
Project Opportunity *Alexandria, VA* *Bryant Adult/Alternative High School* *Fairfax County Public Schools*	Fairfax County Public Schools, Virginia Department of Education (Jobs for Virginia's Graduates), Shared Beginnings (Reading is Fundamental), various grants, community donations.	Ages 12 - 21 100% pregnant/parenting young women 42% Black, 38% Hispanic, 15% White, 3% Asian
Re-integration of Offenders Youth Program (RIO-Y) *Austin, TX* *Texas Youth Commission*	Texas Workforce Commission.	Ages: 16 - 21 Incarcerated youth residing in a Texas Youth Commission facility. Must have or be in the process of earning high school diploma or GED.
San Jose Job Corps Center *San Jose, CA*	U.S. Department of Labor.	Ages: 16 - 24 Low income and disadvantaged background 72.4% Out-of-School 48% Hispanic, 21% Asian/Pacific Islander, 16% Black, 14% White, 1% Native American

1996-1998 PEPNet Awardees (alphabetical)	Funding Sources	Demographics
Academy for Career Excellence (ACE) *New York, NY* *Jobs for Youth, Inc. - New York*	Combination of foundation, state, and city funding.	Ages served: 17-24 Out-of-School In-School 55% H.S. Dropouts 40% Diploma or GED 2% 1-2 year of college
Arizona CALL-A-TEEN *Phoenix, AZ*	City of Phoenix, Arizona Department of Education Titles I, II, IV, VI of the Improving America's Schools Act, Phoenix Union H.S. District, and JTPA 8%.	Ages served: 16-21 Out-of-School
Baltimore City Fire Cadet Program *Baltimore, MD* *Baltimore City Office of Employment Development*	Combination of funding and support from the Baltimore City Public Schools, Baltimore City Office of Employment Development, and the Baltimore City Fire Department.	Ages served: High school juniors and seniors BEST COPY AVAILABLE

PEPNet Awardees ('96-'98)	Funding Sources	Demographics
Bucks County "Treasures and the Law" *Doylestown, PA* *Bucks County Office of Employment and Training*	JTPA IIB, County Commissioners, Schools Superintendents, and National Association of Counties.	Ages served: 16-21 In-School
Career Link Academy *Seattle, WA* *South Seattle Community College*	State Education and JTPA 8% funds.	Ages served: 16-19 Out-of-School
Casa Verde Builders AmeriCorps YouthBuild Program *Austin, TX* *American Institute for Learning*	U.S. Department of Housing and Urban Development, AmeriCorps, Home Depot.	Ages served: 17-25 Out-of-School In-School
Cassadaga Job Corps Center *Cassadaga, NY* *Global Associates*	U.S. Department of Labor.	Ages served: 16-24 Out-of-School
Central County Occupational Career Program *San Jose, CA*	Ninety percent from State of California's Public School funds for Vocational Education and 10 percent from federal and other funds.	Ages served: age 16 or junior or high school students. In-School
CITE of Rochester/Monroe Co. *Rochester, NY* *Arbor, Inc.*	CITE is funded by the City of Rochester and Monroe County PIC. Full funding for on-site teachers has been provided by the Rochester City School District.	Ages served: 16-21 (year-round) 14-21 (summer program) Out-of-School 100% dropouts (except summer youth participants)
Columbus Works, Inc. *Columbus, OH*	Diversified; 29 separate sources, the largest of which are the City of Columbus, United Way and numerous private foundations.	Ages served: 18-25 Out-of-School
Communities and Schools for Career Success (CS^2) *Boston, MA* *Corporation for Business, Work, and Learning*	CS^2 receives support from private foundations, businesses, the Commonwealth of Massachusetts, and the CS^2 communities themselves, through a community match.	Ages served: Middle school and high school
Community Youth Corps *Norwalk, CA* *Southeast Los Angeles County PIC*	JTPA provides 95% of the initiative's funding, with the remaining 5% from in-kind contributions. City matching funds of fifty cents to a dollar is key to funding this program.	Ages served: 16-21 Out-of-School

PEPNet Awardees ('96-'98)	Funding Sources	Demographics
Crispus Attucks YouthBuild *York, PA* *Crispus Attucks Community Development Corporation*	HUD, Americorps, Pennsylvania Commission on Crime and Delinquency, YouthBuild USA, Pennsylvania Department of Corrections.	Ages served: 16-24 75% dropouts 25% graduates
David L. Carrasco Job Corps Center *El Paso, TX* *Texas Educational Foundation, Inc.*	U.S. Department of Labor.	Ages served: 16-24 Out-of-School
Delaware Valley Job Corps Center *Callicoon, NY* *Career Systems Development Corporation*	U.S. Department of Labor.	Ages served: 16-24 Out-of-School
Denison Job Corps Center *Denison, IA* *Management & Training Corporation*	U.S. Department of Labor.	Ages served: 16-24 Out-of-School
FEGS Education & Career Services *Bronx, NY*	Federal, state, and local grants provide 98% of the initiative's support.	Ages served: 16-24 Out-of -School
Fresh Start *Baltimore, MD* *Living Classrooms Foundation*	Department of Juvenile Justice, Governor's Office of Crime Prevention, Department of Education, Baltimore County Office of Employment Development, JM Kaplan Fund, and Blue Cross/Blue Shield.	Ages served: 16-20 Adjudicated youth Out-of-School
Gulf Coast Trades Center *New Waverly, TX*	JTPA, Texas Youth Commission, Juvenile Justice, New Waverly Independent School District, U.S. Department of Agriculture, foundations, and individual supporters.	Ages served: 16-18 Adjudicated youth
Hubert H. Humphrey Job Corps Center *St. Paul, MN*	U.S. Department of Labor.	Ages served: 16-24 Out-of-School
LA Conservation Corps *Los Angeles, CA*	California Conservation Corps, State Department of Conservation, City of Los Angeles, Corporation for National Service, EPA, banks, and LA Unified School District.	Ages served: 12-23 Out-of-School In-School

PEPNet Awardees ('96-'98)	Funding Sources	Demographics
Manufacturing Technology Partnership *Flint, MI* *UAW/General Motors Flint Metal Center*	General Motors, United Auto Workers, and School-to-Work.	Ages served: 16 Entering their junior year in high school
Mayor's Youth Employment and Education Program *San Francisco, CA*	San Francisco City's General Fund, JTPA 8%, and 30% through the California Department of Education.	Ages served: 14-19 In-School
McKesson Summer Youth Development Program *San Francisco, CA* *McKesson Corporation*	McKesson Corporation.	Ages served: 16-21 High school and college
Milwaukee Community Service Corps *Milwaukee, WI*	JTPA, Community Development Block Grants, unions, YouthBuild Milwaukee, AmeriCorps - USDA, and foundations.	Ages served: 18-23 Out-of-School
Moving Up Career Advancement Program *New York, NY* *Vocational Foundation, Inc.*	15 corporations, 15 foundations, and 5 government agencies.	Ages served: 17-24 Out-of-School 86% dropouts
MY TURN, Inc. *Brockton, MA* *Massachusetts Youth Teenage Unemployment Reduction Network*	Massachusetts Department of Education, U.S. Department of Education.	In-School Out-of-School
New Jersey Youth Corps of Camden County *Pennsauken, NJ* *The Work Group*	State Department of Education, Camden County JTPA, and New Jersey County Department of Community Affairs.	Ages served: 16-25 Out-of-School
Pittsburgh Job Corps Center *Pittsburgh, PA* *Res-Care, Inc.*	U.S. Department of Labor.	Ages served: 16-24 Out-of-School
Project Future *Philadelphia, PA* *Metropolitan Career Center*	Department of Public Welfare, Pennsylvania Department of Education.	Ages served: 18-24 Out-of-School TANF Recipients
Stanley M. Isaacs Neighborhood Center Youth Employment Program *New York, NY*	New York City Department of Youth Service, State Department of Education, State Department of Social Services, and foundations.	Ages served: 14-24 Out-of-School In-School

PEPNet Awardees ('96-'98)	**Funding Sources**	**Demographics**
STRIVE/East Harlem Employment Service *New York, NY*	Corporations, foundations, and churches.	Ages served: 18-25 Out-of-School
Summer Works! *Bakersfield, CA* *Employers' Training Resource and Kern High School District - Career Resource Division*	JTPA IIB.	Ages served: 14-21 Out-of-School In-School
Summer Works! Project-based Learning & Career Development *Bakersfield, CA* *Kern High School District - Career Resource Division*	JTPA, Kern High School District, business contributions.	Ages served: 14-21 JTPA Eligible
Texaco Shadow Program *Bakersfield, CA* *Texaco North American Production, Kern River Unit*	Texaco North American Production, Kern River and California Basin Region.	Ages served: 16-20 In-School
URI/GAP JTPA Summer Employment Initiative *Providence, RI* *URI/Providence School Partnership Program*	U.S. Department of Education, U.S. Department of Energy, corporations, Rhode Island Governor's Justice Commission, Providence School District, and JTPA IIB.	Ages served: grades 9 - 11 In-School
Work Appreciation for Youth (WAY) *Dobbs Ferry, NY* *The Children's Village, Inc.*	Private foundations and individual philanthropy.	Ages served: 13-21 Out-of-School In-School
Youth Connections of Southeast Minnesota *Rochester, MN* *Southeast Minnesota PIC*	Receives both formula from JTPA and competitive funding from school districts, the Department of Public Safety, and a foundation.	Ages served: 13-21 Out-of-School
YouthBuild Detroit *Detroit, MI* *Young Detroit Builders*	HUD, Detroit Employment and Training Department.	Ages served: 18 - 24 75% Dropouts 25% Graduates
YouthBuild McLean County *Bloomington, IL*	U.S. Department of Housing and Urban Development, City of Bloomington, Bloomington Housing Authority, McLean County Crime Detection Network, local businesses.	Ages served: 16-24 Out-of-School

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PEPNet Awardees ('96-'98)	Funding Sources	Demographics
YouthBuild Philadelphia Charter School (Philadelphia Youth For Change Charter School) *Philadelphia, PA*	U.S. Department of Housing and Urban Development, Philadelphia. Office of Housing and Community Development, School District of Philadelphia, foundations.	Ages served: 18-21 Out-of-School
YouthBuild Rockford *Rockford, IL* *Midwest Correctional Services, Inc.*	JTPA supplemented by local and federal literacy unds. Teachers paid by NYC Board of Education.	Ages served: 16-24 High school dropouts
Youth Internship Program *New York, NY* *Young Adult Learning Academy*	U.S. Department of Housing and Urban Development, foundations, and Community Development Block Grants for Construction.	Ages served: 16-21 In-School

INDEX TO PEPNet EFFECTIVE PRACTICES

What is The Index?

This Index to PEPNet Effective Practices presents specific examples of effective practice— behaviors, strategies, techniques, methods, approaches—used by PEPNet programs to achieve positive outcomes for youth.

The Index is a tool which enables youth professionals to search the PEPNet Awarded-programs for information by practice. For example, a program operator may be interested in developing post-placement services for participants, and wants information about how others have effectively implemented these services. This program operator could search this Index for post-placement/follow-up to find examples and contacts on a range of different strategies, techniques, and approaches that are working for the PEPNet Awardees.

The Index is based on information contained in the applications of the PEPNet Awardees. We have indexed over 500 practices in more than 150 areas under the four broad PEPNet categories — organization and management (includes purpose and activities), youth development, evidence of success and workforce development — that lead to effective youth programs.

When developing the Index over the last three years, we have drawn out those practices employed by multiple Awardees. As a new feature of this 1999 edition of *Lessons Learned*, next to each practice we list some of the Awardees who employ the practice and direct you to their program description in this book for a brief discussion of their work and contact information.[1]

It is important to note that no single practice accounts for program quality: effective programs develop a range of mutually supportive practices to succeed in program goals.

This Index of Effective Practices is also available on-line on PEPNet's web site via www.nyec.org.

The examples here and on-line are specific, detailed, pragmatic, manageable, tested, and real. We hope you find this Index helpful in your work and we welcome your comments.

How to Use the Index

STEP 1. Peruse the Index. It is organized by the PEPNet criteria, listed in the first column.

STEP 2. Find a practice (in the second column) about which you are interested in learning more.

STEP 3. Consult the third column, across from your selected practice. You will find acronyms for some of the PEPNet Awardees who employ that practice and the page number for the program's description in this book.

STEP 4. Select one of those Awardee acronyms and turn to the page listed. As part of that Awardee's program profile, you will find a description of the Awardee's work around this practice. If you find you would like more information, you may contact the Awardee.

NOTES:

- *In order to create this Index, we have assigned practices to certain criterion areas. We have done our best to make the Index clear and useful.*
- *We have appended a list of the Awardee acronyms at the end of the Index, for your reference.*

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[1] Due to this organizational method, if a particular Awardee is not listed next to a certain practice, this does not mean it does not employ that practice. It just means this practice is not highlighted here. Remember that these listed are only some of the many examples of different Awardee approaches for each of these practices. Space limitations make it impossible to highlight every effective practice of every Awardee.

Organization and Management

Effective programs for youth result from strong, stable, and competent management by the organization that operates the initiative. Quality management is exemplified by an engaged, qualified and committed leadership and staff, who work in collaboration with others and use information and data to continuously improve the program.

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Present a Clear and Consistent Mission	• Create a sense of organizational purpose through screening and orientation processes (e.g. "Mental Toughness Training" or "Rites of Passage")	YBM (92), CA (50)
	• Participate as a staff in the PEPNet Self-Assessment process	All PEPNet Applicants
	• Staff operates by working as a team	SJJCC (42), WAY (88), CJCC (46), YBD (66)
	• Maintain a high level of open and clear communication among staff	SJJCC (42), JC, (82)
Maintain Continuity and Competence of Leadership and Staff	• Maintain continuous leadership	GCT (112), SJJCC (42)
	• Maintain low staff turnover	CExP (30), AZC (100)
	• Schedule interdepartmental staff meetings to get and keep staff "on the same page"	YBD (66)
	• Recruit professionals from diverse backgrounds (e.g. from education, business, health and human services, human resources, workforce development)	MSY (120)
	• Maintain high hiring standards and expectations for all staff	MT (56), MUC (124), YBR(96), CVB (106)
	• Hold staff accountable for success of students	CJCC (46)
	• Base hiring on identified competency needs relating to mission and goals, not just credentials	YBR (96), CivW (32), BR (28)
	• Hire a culturally diverse staff to reflect the community being served	MT(56), CITE (76)
Incorporate Staff Development as a Management Strategy	• Emphasize upward mobility, internal promotions for students and staff	MCSC (122)
	• Offer and structure release time to attend conferences, workshops, training, site visits, professional gatherings	PO (38), CLA(104), MTP (118), NJ/WG (126), ACE (70)
	• Build staff development into weekly/monthly meetings, retreats, and special activities	ACE (70), SW98 (62) BCT (102), CLA (104)
	• Support continuing education/degrees for staff	SI (128), URI (132)
	• Staff develop a personal career development plan and meet regularly with supervisors to assess it	ACE (70), JUMA (36)
	• Supervisors mentor their staff	JUMA (36), ACE (70)
	• Provide staff incentives for good performace	CJCC (46)
	• Build governing boards comprised of community leaders from education, business, labor, social services, CBOs, higher ed, and government	CS^2 (78), YC (90)

Organization and Management

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Leverage Resources Through Collaboration and Partnership	• Recast traditional role of service provider into one of service broker with a focus on building a network of services	CS^2 (78), MYEEP (54)
	• Build strong collaborative partnerships with a variety of community agencies including school districts, churches, city government, social service agencies, businesses, higher education, and CBOs	CVB (106), SJJCC (42), CW (48), MCSC (122)
	• Justify requests for funding on benefits to broader community	SJJCC (42)
	• Staff work to build inter-institutional partnerships	CS^2 (78)
	• Utilize lessons learned from program to inform policy development	CS^2 (78)
	• Be adequately networked to provide referrals as needed	*see youth development, "holistic approach/supportive services"*
Commit to a Continuous Improvement Strategy	• Continually assess progress through records review, observation, surveys and/or interviews, other forms of evaluation and assessment	CivW (32), CExP (30), YBR (96), LAC (116)
	• Pursue customer-driven programming and measure success through customer satisfaction surveys	GW (34), DJCC (108)
	• Promote quality management throughout the organization and among partners	CYC (80)
	• Invite customer suggestions and give them full consideration	GW (34), DJCC (108), FS (110), ACE (70)
	• Base management decisions on careful analysis of information	FS (110), MUC (124), YBR (96)
Attract Diverse Funding	• Aggressively seek support from foundations, businesses, labor, the state, social agencies, CDC's, and the communities themselves	PO (38), MUC (124), CA (50)
	• Utilize in-kind support, fee for service or donations to decrease operational costs	PO (38), SW98 (62), CA (50)
	• Implementing program as a collaborative rather than a city-run program	MYEEP (54)
	• Decrease dependence upon federal support by building local or other support	CA (50), MUC (124)

Youth Development

Effective programs are built on a well-conceived and implemented approach to youth development. A commitment to youth development is exemplified by a conscious and professional reliance on youth development principles to shape program activities, including high expectations, caring relationships, holistic service strategies that build responsibility and identity, and a view towards youth as resources.

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Nurture Relationships Between Youth and Caring Adults	• Foster a safe, respectful, nurturing yet fair atmosphere	CITE (76), YC (90), CJCC (46)
	• Encourage recreational activities for students and staff	MUC (124), YBR (96)
	• Restructure the traditional role of service provider to one of mentor or coach	MYEEP (54), MTP (118), MUC (124)
	• Build relationships between non-direct service program staff and youth	MSY (120), PJCC (58)
	• Work with mentors/coaches and/or supervisors to help them interact effectively with youth	MYEEP (54), MTP (118)
	• Begin forging bond between clients and staff early in the initiative	YBM (92), CA (50)
	• Keep the ratio of youth to staff as low as possible and create opportunities for 1-on-1	GW (34), MYEEP (54), MCSC (122), YBR (94)
Engage Family and Peers in Organized Activities	• Hire staff to work specifically with parents and peers	MT (56)
	• Invite families to attend orientation sessions, open houses, and recognition ceremonies	CLA (104), MT (56)
	• Engage families (and/or "significant others" in the youths' life) in program activities, workshops and/or services	CITE (76), FEGS (84)
	• Organize peers into a mutual support network	CExP (30), MCSC (122)
	• Provide feedback to family members on youth's progress in person or written form	AZC (100), MT (56)
	• Enlist peers or graduates of the program to serve as tutors and/or mentors	BR (28), MCSC (122)
Place High Expectations on Youth and Staff	• Offer incentives for good performance	WAY (88)
	• Communicate the belief that youth can meet and exceed high expectations	CExP (30)
	• Hold youth accountable for their actions	WAY (88), TX (64)
	• Establish boundaries, set reasonable limits, consistently enforce rules and regulations	WAY (88), TX (64)
	• Teach and expect all youth and staff to respect diversity	JC (82), CCOC/P (74)
	• Expect youth to serve as role models, crew/group leaders, and/or recruiters for the program	BR (28), TX (64), MSY (120)
Build Youths' Responsibility and Leadership Skills	• Youth participate in management and decision-making processes	LAC (116), NJ/WG (126), SJJCC (42), YBD (66)
	• Youth participate in decision making through a formal student government	YBM (92), DJCC (108), SJJCC (42)
	• Youth participate in the planning and implementation of projects	SJJCC (42), CA (50), YBM (92), URI (132)
	• Youth participate in setting their own goals and devising plans to achieve them	ACE (70), SI (128), CivW (32)
	• Individual youth are given responsibility for overseeing a team, group, or crew	YBR (96), TX (64)
	• Youth have opportunity for outside leadership roles	YBR (96), CA (50)
	• Youth tutor or assist peers	HHHJCC (114), LAC (116)
	• Participants may grow into a hired staff position	MSY (120), CExP (30)

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Offer Individualized Age and Stage Appropriate Activities	• Assess individual needs and goals at intake and track through the program	MUC (124), FEGS (84), SJJCC (42)
	• Staff work as a team to coordinate activities for each student	CJCC (46), WAY (88)
	• Customize courses for the proactive integration of youth with special needs	SW98 (62)
	• Design different kinds of activities appropriate for different age groups	PO (38), CS^2 (78)
	• Sequence activities so youth experience series of successes and increased responsibility	FCP (72), WAY (88), JUMA (36)
Utilize a Holistic approach, Providing Needed Supportive Services	• Utilize a holistic approach that builds life skills for successful adulthood	MCSC (122), MUC (124), YBP (94)
	• Identify and provide needed supportive services to participants (e.g. housing, child care, clothing, health, counseling, other)	
	on site:	GCT (112), HHHJCC (114), WAY (88)
	through referrals to community linkages:	MUC (124), YBP (94), YIP (134)
Develop a Sense of Group Membership	• Build group identity through activities, uniforms, meetings, other	FCP (72), MSY (120), CExP (30)
	• Initiate team building activities and organized youth enterprise activities	MSY (120), SW97 (86)
	• Through community service, develop projects of lasting value to the community	CVB (106), YBM (92), LAC (116)
	• Youth develop sense of community responsibility, teamwork and ownership through community service	CivW (32), YBP (94), MCSC (122), YBR (96)
Foster a Sense of Identity and Self	• Engage youth in self assessment, reflection and problem solving	FS (110), SI (128), YIP (134), ACE (70)
	• Develop activities or curriculum to promote cultural and ethnic awareness	CYC (80), CExP (30), JC (82)
	• Create opportunities for youth to engage in active, self-directed learning	FS (110), SW98 (62), YBR (96)
	• Offer opportunities for youth to showcase their work and skills learned	SW97 (86), DVJCC (52)

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Evidence of Success

Effective programs display a willingness and ability to collect, document, utilize, and present evidence of success. This is exemplified by the collection and use of credible data or other measures that reflect the soundness of program goals, operational effectiveness, and ability to achieve desired outcomes.

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Establish Intermediate and Long-Term Outcomes and Measurable Indicators	• Establish general overall outcomes for the program e.g. stay in school; develop self-discipline; increase self-esteem; encourage life-long learning; increase number of youth entering certain profession; award GEDs; gain work experience; etc.	Each PEPNet Program has established its own set of program outcomes and indicators to track them. The common practice that PEPNet Programs follow is to ensure congruence between general program outcomes, the specific indicators used to track them and the individualized plans of service enabling each youth to experience the intended program outcomes and achieve their own goals.
	• Establish measurable indicators that would reflect the expected outcomes for overall student achievement e.g. high attendance; retention rate; completion rate; placements; promotion; enrollment; increase transferable skills, etc.	
	• Establish individual goals for each participant through individual service plans that will allow them to achieve the intended program outcomes and their own goals e.g. developing responsibility; managing aggression; overcoming addiction	
Collect and Maintain Data	• Collect descriptive data (data which provides information describing the services offered by the initiative to its participants and stakeholders, such as number of youth served, services provided in the program, etc.)	PO (38), MUC (124), RIOY (40), LAC (116)
	• Collect outcome data (data which provides information about results the program has produced, such as job placement and retention)	JC (82), FS (110), JUMA (36)
	• Collect data on a regular basis to allow accurate tracking of progress toward outcomes	STR (130), PO (38), MUC (124), CivW (32)
	• Gather data from stakeholders (youth, employers, and/or others)	GW (34), PF (60), CExP (30)
	• Utilize community focus groups	CITE (76)
	• Collect information on program costs to estimate return on investment	YC (90), BR (28)
	• Utilize a Management Information System (MIS)	CExP (30), MYEEP (54) WAY (88)
	• Utilize the resources of a dedicated staff member or department for data collection and/or assessment	CExP (30), MYEEP (54), GW (34)

Evidence of Success

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Use Data for Management Decision Making	• Utilize regular staff meetings to share data, review progress, and make changes as needed to improve results	CA (50), NJ/WG (126), YIP (134), CJCC (46)
	• Implement a case management system that allows instructors, counselors, and administrators to monitor and evaluate the individual progress of the participants and then modify service delivery strategies accordingly	CExP (30), MUC (124), WAY (88)
	• Regularly obtain feedback from youth and use it in decision making	GW (34), ACE (70), SI (128), NJ/WG (126)
	• Regularly obtain feedback from employers and use it in decision making	GW (34), PF (60), JUMA (36)
Use Data to Assess Progress and Evaluate Effectiveness	• Participate in an independent evaluation	MT (56), CivW (32), STR (130), BR (28),
	• Commission outside assessment or independent evaluation	MT (56), CivW (32)
	• Link with community resources (such as universities) to obtain outside assessment or evaluation services	MT (56), YBM (92)
	• Survey stakeholders and use feedback for program improvement	GW (34), PF (60), NJ/WG (126)
Share Information with Stakeholders and Community	• Submit reports to board, stakeholders and/or parent organization	CivW (32), SW97 (86)
	• Meet regularly with stakeholders	PF (60), DVJCC (52)
	• Actively publicize success to community	SW98 (62), DVJCC (52), CLA (104)
	• Develop strong, positive and recognized reputation in community	AZC (100), SJJCC (42), PO (38)
	• Apply for and receive community, state and national awards	All PEPNet Awardees; profiles highlighting additional awards: CVB (106), GCT (112), URI (132)

Workforce Development

Effective programs clearly emphasize the development of skills, knowledge, and competencies that lead to careers and self-sufficiency. Successful initiatives consciously prepare youth for the workforce; connect successfully to employers; make appropriate use of training, workplace exposure, and education; and consistently emphasize the connection between learning and work.

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Nurture Career Awareness and Exploration	• Offer multiple and sequential exploration experiences	CivW (32), FCP (72)
	• Take field trips to work sites and invite guest speakers to talk about career options	HHHJCC (114), GW (34)
	• Provide access to a job reference library, job listings, and/or labor market information	CITE (76), RIOY (40), SI (128)
	• Involve youth and employers in Career or Job Clubs, Career Days, and Career Fairs	CLA (104), URI (132)
	• Encourage local employers to offer job shadowing opportunities	CS^2 (78), FEGS (84)
	• Connect youth to internships or jobs related to their career interests	MSY (120), SW97 (86)
Embed Career Guidance and Career Planning Throughout Program	• Guide youth through self-assessment of personal interests and goals	RIOY (40), CivW (32), FS (110)
	• Offer counseling sessions dedicated to career planning	CITE (76), CivW (32)
	• Offer workshops and courses that cover career topics such as resume writing, interview skills, job hunting, and job keeping skills	PF (60), RIOY (40), LAC (116)
	• Help youth develop and maintain a career plan	YBR (96), CivW (32)
	• Emphasize job retention and career advancement over entry-level placement	STR (130), MUC (124), BR (28)
	• Use mentors, supervisors, and staff to nurture and support youth through work experiences	MTP (118), MYEEP (54), CExP (30)
Provide Work-Based Learning Opportunities	• Structure service learning and community service experiences to teach transferable skills	CVB (106), MCSC (122), YBR (96)
	• Team with trade unions to offer apprenticeship or pre-apprenticeship opportunities	MTP (118), MCSC (122)
	• Create opportunities for youth to work with tradesmen and professionals	MTP (118), FCP (72), BR (28)
	• Integrate academic and vocational curriculum	CJCC (46), CCOC/P (74), HHHJCC (114)
	• Provide hands-on activities/projects in actual work setting	MTP (118), JUMA (36)
Provide Experiential Learning Opportunities	• Create project-based experiences designed to teach transferable skills	CVB (106), SW98 (62)
	• Construct a "Work Experience Ladder" that allows youth to progress	FCP (72), WAY (88), JUMA (36)
	• Involve youth in service learning activities that develop job skills while teaching the value of contribution to the community	CVB (106), CS^2 (78), MCSC (122), CivW (32)
	• Instill the value of self-discovery and learning from one's mistakes by having staff, employers, and/or community members serve as coaches and facilitators to youth	MTP (118), MYEEP (54), MUC (124)
	• Create student-run projects that are or simulate actual business enterprises	SW97 (86), SW98 (62)

Workforce Development

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Ensure that Employers are Actively Engaged	• Invite businesses to share their technical business expertise (e.g. management, training)	SW98&97 (62, 86), GW (34), FCP (72)
	• Engage employers in active roles such as steering committees	GW (34), YC (90), NJ/WG (126)
	• Gather feedback and data regularly from employers for continuous improvement	GW (34), JUMA (36), PF (60)
	• Invite employers to provide instructional staff, training facilities, and other resources	GW (34), FCP (72), ACE (70), SW98 (62)
	• Actively engage employers in interaction with/as mentors for their young participant employees	CExP (30), MYEEP (54), MTP (118)
	• Develop a range of employer linkages to provide jobs and internships	GCT (112), JUMA (36), YBR (96), GW (34)
	• Employer runs the program	TX (64), MTP (118), MSY (120)
Emphasize the Connection Between Work and Learning	• Offer tutorial services	MYEEP (54), URI (132)
	• Integrate the teaching curriculum around a career theme	BCT (102), YIP (134), FCP (72)
	• Youth develop portfolios of learning experience as a resource as move to future career/education plans	MTP (118), YIP (134), SW98 (62), CS^2 (78)
	• Offer credit for attainment of training, work and/or community service activities	AZC (100), CS^2 (78)
	• Enable and encourage growth of savings accounts for participants (such as Individual Development Accounts) which youth can use for future education and/or training	JUMA (36), CA (50)
	• Utilize Americorps or other funds to provide scholarships for participants post-program	MCSC (122), CVB (106), CivW (32), PO (38)
Measure and assess skills and competencies gained	• Ensure that youth exit program with industry-targeted skill set validated by employers	MTP (118), BR (28), MCSC (122)
	• Utilize SCANS and other nationally recognized tools to document competencies	AZC (100), URI (132), CS^2 (78)
	• Document attainment of workforce development through reviews	BR (28), JUMA (36)
	• Team of staff regularly work together with student to assess progress	SJJCC (42), WAY (88), CJCC (46)
Provide Challenging Academic Preparation	• Provide educational services enabling youth to receive a High School Diploma	PO (38), AZC (100), YBP (94)
	• Integrate challenging academic work throughout program activities	CExP (30), URI (132)
	• Provide opportunities to learn about and/or visit colleges and universities	CExP (30), URI (132), MYEEP (54)
	• Assist with preparation and enrollment for college (SAT, financial aid, etc.)	LAC (116), YBP (94), CITE (76), CW (48)
	• Direct linkages to college acceptance for graduates of program	MTP (118), URI (132)
	• Assist with transition and/or tutoring/mentoring after college acceptance	CITE (76), YBP (94)
	• Provide scholarship and other financial assistance	*see under "connection btwn wk and lrng" above*

(continued on next page)

Effective Practice	Specific Strategies and Approaches	Some Awardee Examples *(with page #)*
Offer Post-Placement/ Follow-up Activities	• Track and provide services for at least one year post-program	MUC (124), STR (x), JUMA (36), FS (110), MT (56)
	• Staff monitor job retention and assist with job development services	MUC (124), MT (56), STR (130), JUMA (36)
	• Emphasize job retention and advancement over entry-level placement	*see under "career guidance" above*
	• Strong linkages with higher education to promote smooth transition	*see under "challenging academics" above*
	• Program continues connection to and involvement of Alumni	MUC (124), BR (28)
	• Alumni Associations offer support, life skills training, and job networking workshops	ACE (70)
	• Programs or employers offer scholarships, tuition assistance, or financial aid advice	*see under "challenging academics" above*
	• Graduates invited to make recommendations for program improvement or return to serve as volunteers, mentors, or join program staff	GW (34), CExP (30), PF (60), STR (130)

Awardee Index Acronyms

ACE	Academy for Career Excellence
AZC	Arizona Call-A-Teen Youth Resources
BCT	Bucks County "Treasures and the Law"
BR	BladeRunners
CA	Crispus Attucks YouthBuild
CCOC/P	Central County Occupational Center/Program
CExP	Career Exploration Project
CITE	Center for Innovative Training and Education
CivW	Civic Works
CJCC	Cassadaga Job Corps Center
CLA	Career Link Academy
CS^2	Communities and Schools for Career Success
CVB	Casa Verde Builders AmeriCorps YouthBuild Program
CW	Columbus Works, Inc.
CYC	Community Youth Corps
DJCC	Denison Job Corps Center
DVJCC	Delaware Valley Job Corps Center
FCP	Fire Cadet Program
FEGS	Federation Employment and Guidance Service
FS	Fresh Start
GCT	Gulf Coast Trades Center
GW	Goodwill Toronto's Community Youth Program
HHHJCC	Hubert H. Humphrey Job Corps Center
JC	David L. Carrasco Job Corps Center
JUMA	Juma Ventures
LAC	Los Angeles Conservation Corps
MTP	Manufacturing Technology Partnership
MSY	McKesson Summer Youth Development Program
MCSC	Milwaukee Community Service Corps
MT	MY TURN, Inc.
MUC	Moving Up Career Advancement Program
MYEEP	Mayor's Youth Employment and Education Program
NJ/WG	New Jersey Youth Corps of Camden County
PF	Project Future
PJCC	Pittsburgh Job Corps Center
PO	Project Opportunity
RIO-Y	Re-integration of Offenders - Youth Project
SI	Stanley M. Isaacs Neighborhood Center Youth Employment Program
SJJCC	San Jose Job Corps Center
STR	STRIVE/East Harlem Employment Service
SW97	Summer Works! School-based, Work-based & Service-learning
SW98	Summer Works! Project-based Learning & Career Development
TX	Texaco Shadow Program
URI	URI/GAP JTPA Summer Employment Initiative
WAY	Work Appreciation for Youth
YBD	Youth Build Detroit
YBM	Youth Build McLean County
YBP	Youth Build Philadelphia Charter School
YBR	Youth Build Rockford
YC	Youth Connections of Southeast Minnesota
YIP	Youth Internship Program

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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet

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1999

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BladeRunners Program

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Youth Development
Evidence of Success
Workforce Development
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A wage subsidy employment program for at-risk youth that focuses on construction and related trades

Mission

BladeRunners' mission is to provide youth who have multiple barriers to employment with life skills and construction trades training and to place them on public and private sector construction projects. Its objectives are to target the youth, engage them in construction trades, create meaningful work experience that will result in long-term labor force attachment, move them to apprenticeships, and build on other partnerships with community groups.

Context

BladeRunners is administered by the Community Development Unit (CDU) in the province of British Columbia and its projects operate in seven provincial cities. It is funded by the Ministry of Youth under the Youth Options BC initiative. The CDU's mandate is to initiate and assist community development, particularly around the issues of homelessness and street-involved (at-risk) youth. The design of the program is based on a pilot program that operated in Vancouver in 1994 and was developed in consultation with the owner of the NHL Vancouver Canucks and the building trades unions to help youth get jobs building the GM Place Arena.

Community Setting/Population Served

The seven BladeRunners projects are adapted to the climate and economic conditions of their individual cities. The CDU contracts with local community organizations to deliver the projects. Participants are between the ages of 19 and 28, have been in the province for at least 12 months, have recently completed a life skills/pre-employment program, demonstrate basic English language skills, and have multiple barriers to employment. Participants may come from abused or neglected backgrounds, be in temporary shelters or are homeless, have low education levels and few to no employment skills, have some involvement with the legal system, have a history of substance abuse or AIDS, and/or be dependent on welfare.

Description

BladeRunners is a construction trades wage subsidy employment program. CDU contracts with a community organization in the city to employ the BladeRunners coordinator, who typically comes from the construction trades. Each coordinator works closely with local community organizations and local social service agencies to recruit potential participants, and establishes a committee that actually selects the participants. Prior to being accepted for the program a participant must have completed an approved eight-week life skills/employability training program provided by non-profit organizations throughout the province. BladeRunners provides for a wage subsidy for participants for a maximum of 34 weeks, and participants may continue in the program after that as "Senior BladeRunners."

Each coordinator works with no more than 17 participants at any one time, usually 12 subsidized participants and 5 Senior BladeRunners. Coordinators work with the young people individually to help them benefit from the work experience, and resolve personal problems that may arise. The coordinators guide youth in career planning and construction trades requirements that may lead to construction trades careers, apprenticeship, and further education. All participants receive a week of health and safety training prior to job placement. Coordinators monitor participants by making site visits every other day in the first couple of weeks. Coordinators work closely with employers both to develop jobs and to ensure the success of the work placements.

Organization and Management

Staff Qualifications

BladeRunners hires staff qualified to fulfill dual needs: to work well with youth AND connect with employers. The coordinators are not from social work backgrounds, but are hired for their ability to work with at-risk youth and understand their issues. Many have experience working with youth and/or share similar life experiences with the young people. Also, typically coordinators are experienced in all aspects of construction industry: employment opportunities, apprenticeship requirements, and union issues. Coordinators work closely with the Provincial Coordinator who has overall responsibility for the coordinators, in-service training, and program administration.

Youth Development

Engagement of Program Alumni

The program actively engages its alumni. Senior BladeRunners are those who have exhausted their wage subsidy and continue in the program as participants. Senior BladeRunners continue to benefit from the advice and support of coordinators. Seniors are also encouraged to help new BladeRunners, by orienting newcomers, providing support on the worksite, and developing positive peer/mentoring relationships with participants ("showing them the ropes and sharing their own experiences"). Typically, Senior BladeRunners also serve on the selection panel for incoming participants.

Workforce Development

Focus on long-term attachment to the work force

BladeRunners places a priority on long-term attachment to labor force, a first job as a success, and retention on the job or movement on to apprenticeship or further education. To help achieve this, the program helps participants locate other community support services to resolve challenges that may affect the participant's work performance. Only those applicants who indicate an interest in working in construction are accepted into the program and BladeRunners coordinators understand that their responsibility is in finding a job for youth. Because of their work experience, coordinators are knowledgeable in determining appropriate work for participants and are aware of which employers offer a worthwhile experience for youth. Coordinators also must build relationships with employers and potential employers and continue to make them aware of BladeRunners' skills, knowledge and contributions. Periodic performance evaluations between youth and their employers at regular intervals (one-month, three-month and six-month intervals) help solve any problem issues early on and contribute to better success in the workplace for both youth and employers.

Evidence of Success

Cost Savings

The cost savings to the provincial government are substantial. The cost per participant, including Senior BladeRunners, is $7,050 (Canadian dollars). This compares to $8,045 for the yearly cost of income assistance for a single employable person. In addition, given the participants' lifestyles, there are considerable savings to other government systems such as justice and health. For example, in Vancouver, Coordinators have spoken to sentence or written letters that resulted in conditional discharges for more than 20 BladeRunner participants. (The cost of incarceration for one year ranges from $45,000-75,000 depending on security level.)

Outside Evaluation

The Social Research and Demonstration Corporation (SRDC) is conducting an evaluation of BladeRunners that will serve as a descriptive case study of the program and a longitudinal analysis of participants. Such an analysis will provide more information on youths' success as well as the cost savings to the public through prevention.

Results

Initial placements in each of the BladeRunners sites in 1997-98 (the latest data available at this printing date) exceeded the program targets, with an average duration of work placement of 4.68 months. 53% were working after their subsidy had ended. Program staff consider these results quite strong, particularly given the cyclical nature of the construction industry. At the Vancouver site (the oldest site, in existence since 1994), 64% of the 1997-98 class were working after their subsidy ended, and 41% of participants had moved on to apprenticeships.

Career Exploration Project (CExP)

Center for Alternative Sentencing and Employment Services (CASES)
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Employment internships for first-time teen felons

Mission

The Center for Alternative Sentencing and Employment Services (CASES) works to increase the understanding and use of community sanctions that are fair, affordable and consistent with public safety. The mission of its youth programs is to help young offenders gain the skills and self-confidence they need to exit the justice system as responsible, productive members of their communities.

Context

The Career Exploration Project (CExP) is a specialized initiative within CASES Court Employment Project (CEP). Through CEP, judges sentence teen felony offenders to six months of intensive supervision that combines education, vocational training, job placement, and supportive services. CEP participants may apply to CExP (which runs four cycles a year) through a personal essay and interview. To be involved in CExP, a youth must be currently enrolled in an educational program, attend school regularly, and demonstrate motivation, an interest in learning, and readiness for intensive training and work experience.

Community Setting/Population Served

Participants are first-time felony offenders ages 15-19, who reside in low-income neighborhoods in New York City. A typical participant lives in a low-income household headed by a single mother or grandparent, who often receives support from public assistance or disability benefits. Sixty percent of participants are African-American and 38 percent are Latino; approximately 10 percent are female (corresponding to the percentage of females in the juvenile justice system). Most have little or no work experience.

Description

CExP begins with a one-month pre-internship course to help participants develop work skills and behaviors. Topics include employability skills (interviewing, resumé writing, job search), "soft" skills (communication, conflict resolution, team building, problem solving), and other developmental work. Participants who maintain a 90 percent attendance rate, positive attitudes, and a high level of effort are sent on interviews and then selected for 10-week, part-time internships at small businesses and non-profits where they earn a weekly stipend. CExP staff carefully selects worksites based on the quality of supervision and work experience they can provide to youth, as well as youth interest in the field of work. Staff maintain regular contact with supervisors by conducting site visits every few weeks and regular telephone conversations. During their internships, participants meet every Friday for two hours to discuss their experiences and concerns, hear guest speakers, and develop their goals. Near the end of the internships, participants begin meeting with CASES Employment Unit staff who advise and assist them with their transition to further employment, education, or training. After graduation from CExP, participants become "alumni," are invited back for regularly scheduled events, and may continue to take advantage of all CASES services.

▶ Organization and Management

Consistency of Staff

Staff understand that an important element of program effectiveness is the continuity they provide to participants and employers. The CExP project coordinator, program assistant, and program development assistant have all been with the program since the inception of their positions. A hallmark of the program is the development of strong relationships between adult staff and participants, and post-program surveys of participants highlighted that knowing the coordinator was there and available to help them beyond graduation was key to their progress. The program assistant position was established for a CExP graduate, demonstrating that participants can attain the goals they set. His consistency is important since participants rely on him for the kind of mentoring and support that only someone who has been in their shoes can provide. The program development assistant's work provides employers a level of comfort due to the relationships she develops and sustains with them.

Youth Development

Cultural Awareness

CExP staff concentrate on cultural awareness at two key levels: (1) helping young people to learn how to work with diverse individuals and (2) appreciating their own background as part of their personal development. On the first level, the pre-internship training course includes discussions of stereotypes that exist regarding inner-city, Black and Latino/a youth. Training components are designed to help participants address these issues, through discussions, role-playing, and developing communications skills to negotiate different environments. On the second level, seeing people of color in positions of leadership and success has a particularly positive impact on participants. Staff develop internship sites in accordance with participants' interests and cultural backgrounds to afford them positive role models with similar cultural orientation. Staff also develop culturally-targeted events such as tours of businesses owned or staffed primarily by people of color and tours of historically black colleges.

Development of Positive Peer Relationships

CExP builds on the powerful force of peer influence. Participants develop bonds with one another during the pre-internship course and CExP reinforces these positive group dynamics in the Friday sessions during the internship phase. For many participants, it is the first time they are being encouraged and rewarded for working towards something positive. Staff sustain a positive peer influence through alumni activities, which draw youth back to an environment in which they receive support from staff and peers for their efforts to work toward successes in education, employment, and other areas.

Workforce Development

Employer Involvement with Young People

CExP employers are very involved with the participants during their internship, providing an important adult relationship. Staff seek out employers who want to interact with and support young people—employers who understand the goals of the program and are willing to extend themselves to the interns. CExP employers provide regular and consistent supervision for participants, pay attention to their performance and behavior, become resources around issues of work and life, and provide varied tasks so participants may acquire skills and learn about that field of work.

Academic Preparation

Each CASES participant's individual service plan addresses his/her educational needs. One staff member helps participants navigate the public school system and facilitates their return to school, and another assists participants interested in attending classes outside the public school system such as community-based GED programs. CExP integrates academic skills throughout program activities, including writing, reading, public speaking, and math. CExP also provides college guidance, addressing college application issues such as admissions and financial aid and introducing participants to the City University of New York and other colleges through guest speakers and visits.

Evidence of Success

Use of In-house Researcher for Evaluation

CASES' research associate develops and implements evaluations of CExP. A new peer research model includes hiring two CExP alumni as peer researchers, who with the research associate, are conducting an evaluation survey using pre- and post-program interviews with participants in order to study changes in attitudes and measure achievements. The model uses those who were interviewed but not accepted for CExP as a comparison group, and results will be used to assess the impact of the program and identify areas for improvement.

Comprehensive MIS System

CASES' computer-based Case Management Information System (CMIS) enables CExP and other staff at CASES to compile and share information toward the goal of seamless and holistic services for each young person. CMIS stores not only demographic and statistical information but information on referrals, progress notes, status in school, legal obligations, work at internships, and more.

Results

All CExP graduates pursued educational goals by enrolling (or remaining in) GED programs, high school, or college, or passing the GED exam. Nearly two-thirds have gone on to other jobs or internships, and almost half were working six months after program completion. CASES's in-house evaluation of graduates found that those expressing "great interest" in going to college increased from 34 percent to 67 percent, and 90 percent said they would stay in school. Additionally, employers have expressed satisfaction with the performance of the interns.

Civic Works, Inc.

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Youth corps program providing service to the community along with education and citizenship training for youth

Mission

Civic Works' mission is to provide critical community services that would otherwise go undone, while enhancing the work, education, and citizenship skills of youth. The program's objectives are: to instill the ethic of productive citizenship skills to corpsmembers; to provide GED instruction to those without a diploma; to involve the community in the design and implementation of vacant lot improvement; to construct and improve community parks and gardens in low-income neighborhoods; and to increase the developmental and academic achievement of low-achieving students.

Context

Civic Works, Baltimore's youth service corps, began as a program of the Maryland Student Service Alliance in 1993 and was incorporated as a 501 (c)(3) in 1995. It is part of Americorps, with youth receiving a stipend at the end of the program. The corporation works with the Police Athletic League centers, Baltimore Dept. of Housing and Community Development, Baltimore Dept. of Recreation and Parks, Maryland Dept. of Natural Resources, and the public schools.

Community Setting/Population Served

Civic Works offers training to young people between the ages of 17 and 25. In 1998, 140 young men and women participated as corpsmembers. Roughly half were high school graduates or dropouts, and half had some experience in college. The program recruits corpsmembers through high school and college career fairs, community organizations, service fairs and newspaper advertisements. Civic Works teams provide a wide variety of services to communities and schools in Baltimore City and Baltimore County, MD.

Description

The Civic Works teams are the core of the one-year program, through which youth provide community services while developing life and workforce skills. Civic Works has two main areas of recruitment: Community Improvements teams, open to all youth regardless of educational background, and Education/Mentoring teams, for youth with at least two semesters of college. Participants also receive intensive career development assistance, through the Corps-to-Career initiative, and employability skills training, with high school dropouts receiving GED instruction. In 1998, the program operated 11 teams. In the Community Improvement area, the team sponsored by the Dept. of Natural Resources cleans streets and disseminates information about recycling. The team sponsored by the Dept. of Recreation and Parks turns vacant lots into parks and gardens. The community reforestation team builds trails in Baltimore County; the community response team provides physical assistance to community residents when a storm, fire, or other disaster strikes. One team rehabilitates houses sold or rented to low- and moderate-income families. Another, made up of youth who lived in public housing, provides landscaping and other services to public housing projects. In the Education/Mentoring area, the America Reads team tutors children and teens at Police Athletic League centers after school, and Teach Baltimore corpsmembers provide eight weeks of instruction in Baltimore schools.

▸ Organization and Management

Staff Expectations Related to Mission

Staff qualifications and expectations relate directly to Civic Works' mission and help ensure that the organization retains committed staff. Key qualifications for staff are a commitment to youth and community development. Team supervisors have experience in the field in which the team works, and development staff, such as GED instructors and corps-to-career specialists, have experience in education in non-traditional settings. Once staff are hired, Civic Works works to retain them with training and support. Staff receive technical assistance in youth development principles and in organizational issues as well as training in how to prevent harassment and discrimination and how to identify alcohol and substance abuse, as well as in safety issues and group leadership. New team supervisors receive training in supervisory techniques. For the past two years, several staff have received training in experiential group leadership to better motivate and develop their teams. These training seminars and technical assistance all directly support services to youth and are clearly tied to the organization's mission to provide service to the community while improving education and citizenship training for youth.

Youth Development

Community Service

The key element of Civic Works is helping young people develop through community service. Youth in Civic Works engage in critical community services that would otherwise go undone, from rehabbing low-income homes to building community parks, from tutoring children to providing disaster assistance. Through this work young people make visible and valuable contributions to the community, not only building work skills but also building their self-esteem, citizenship, and sense of connection to others. Youth realize they can make a positive difference and they carry this with them after the program.

Workforce Development

Corps-to-Career

The Corps-to-Career initiative, sponsored by the National Association of Service and Conservation Corps, is designed to prepare youth for a successful transition from the corps to post-corps activities of education and work. During bi-weekly sessions, corpsmembers learn career developmental skills such as how to choose career options, how to research career options and how to market oneself to achieve goals. Participants work with staff specialists to develop individual plans for education and/or employment after Civic Works. The staff teach them how to identify, locate, and use the resources necessary for carrying out their plans, and then guide and coach them as they implement that research and exploration process throughout the year.

Throughout the program, Civic Works emphasizes job readiness and career exploration to help young people prepare for their life after the corps. Civic Works builds the employability skills of its youth such as work ethic, being on time, meeting deadlines, evaluating projects, and team-building skills. Civic Works exposes youth to a variety of career options, including further education. Early in the year, for example, corpsmembers are introduced to programs of the community colleges, and employers from a number of industries serve as guest speakers to corpsmembers.

Evidence of Success

Use of data and evaluation

Each year, Civic Works writes objectives to address each funding source and categorizes them by delivery model (direct service, participant development and community-building). These objectives are revisited and reported on each calendar quarter. In addition to using the grant reports for evaluative purposes, Civic Works conducts a management and program review. A detailed report is presented to the program's board after meetings with each staff member. Civic Works also uses data received through outside evaluations. In 1996 Civic Works was examined as part of two Abt Associates evaluations, one on service corps and one on HUD youth apprenticeship programs. In 1997, Civic Works commissioned an outside evaluation of two of Civic Works' AmeriCorps teams. Civic Works' use of data and evaluation enables the program to learn from data in an ongoing manner and to see, on a regular basis, progress toward meeting objectives.

Results

Civic Works obtained desired outcomes on all objectives in 1998. Nine different community improvements projects were initiated, corpsmembers tutored 1,000 students with special needs, 31 corpsmembers worked with 10 different Police Athletic League centers on behalf of children and teens, and 50 percent of corpsmembers receiving GED instruction passed the GED exam.

Goodwill Toronto's Community Youth Program

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Training and guaranteed jobs in the growing call center industry

Youth Development
Evidence of Success
Workforce Development
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Mission

Goodwill Toronto's vision for the Community Youth Program is to involve at-risk youth in a market- and employer-driven initiative that ensures entry into jobs that exist within the call center industry, and develops the skills youth will need for job sustainability and advancement.

Context

Goodwill Toronto is an autonomous charity and part of the global network of Goodwill agencies. In 1997 Goodwill Toronto decided to focus a new youth job training program on the "call center" industry. This industry is growing rapidly, as more and more companies establish 800 number/customer service lines and either establish their own or contract out to an independent call center. Goodwill Toronto chose this industry because (1) jobs are available and sustainable; (2) local call centers were looking for employees they could train, keep, and promote, and were willing to pay above-minimum wage for these kinds of entry-level employees; and (3) Goodwill Toronto staff had found that many of the at-risk youth they worked with already had good communication skills developed to negotiate life on the streets.

Community Setting/Population Served

The Community Youth Program works with youth 16-29 from throughout Toronto who are "at-risk," such as high school dropouts; facing socioeconomic issues (e.g. shelter, Children's Aid, on the street, without support of parents); and/or currently not working or in a dead-end job.

Description

The 16-week program consists of classroom work and an internship. Youth spend the first eight weeks in Goodwill's training center, built to simulate a real call center work site with funding from Goodwill's title sponsor Royal Bank (day-to-day costs are covered by funds from the federal agency Human Resources Development Canada). Goodwill continually updates the training equipment, curriculum, and materials to keep pace with developments in the industry. Students are taught the industry-specific skills they will need in their future call center jobs and also develop a thorough understanding of the call center industry. In addition, students work on "soft" skills: communication, team building, interpersonal skills, and time and money management, covered in depth by Goodwill staff and guest speakers. Students work full-time, including special "shift days" when the hours change to reflect the nature of work in the call center industry, and earn a stipend of $150 (Canadian dollars) per week.

Youth then enter an eight-week internship with the employer who will hire them after the program. Employers pay the interns at least $8 per hour (Canadian dollars: $6.85 is minimum hourly wage in Canada) and provide further training to guarantee the smooth transition from intern to employee that takes place immediately following graduation. The program formally follows up with graduates at three months, six months, and one year, and informally to the two year mark.

▶ Organization and Management

Intensive Selection Process to Ensure Youth Success

To ensure that the program helps its participants, Goodwill Toronto has developed an intensive six-stage selection process. The program prepares for an upcoming course by conducting extensive outreach and invites youth to an information session. Interested youth take the Canadian Adult Achievement Test to determine if they can meet the minimum academic standards (10th grade) required of call center representatives. Telephone and in-person interviews with program staff determine whether candidates possess the communication skills needed to succeed in the industry and the commitment and readiness to complete the program. This step also assesses whether the program will serve the young person well. Selected applicants then interview with their pick of the program's employer partners who have committed to hire graduates. Once the employer partner agrees that it will hire a particular candidate upon graduation, the candidate is officially admitted into the program. This process ensures that each young person who takes the time to complete the program will be guaranteed a job.

Youth Development

Adult Support of Students

The program maintains a 4:15 adult-to-youth ratio to ensure continual adult contact and the building of positive relationships. Staff foster a professional yet nurturing environment between themselves and the students. While the program maintains the strictest of professional and business standards (as between managers and employees in any business environment) the staff also fill the roles of counselor, mentor, and advocate. Where matters and issues beyond their expertise arise, staff refer students to professionals or counselors whose training is suited to meet the particular needs of the youth. Goodwill Toronto has a substantial resource pool of supportive services and individuals, both internally and externally, from which the Community Youth Program may draw.

Workforce Development

Employer Involvement

The Community Youth Program has developed a unique and intensive relationship with its employer partners, who are involved at all levels of the program. In addition to interviewing and selecting participants, employers attend monthly project team meetings, where the progress of participants and the program are evaluated, and return reports on their interns every two weeks so the staff may monitor participant development. Employers also give feedback regarding the curriculum or additional training as needed for particular employers; sit on panels that select new staff for the program; speak to classes while participants are in training at Goodwill; and host tour groups of students. This close relationship with employers helps ensure training is relevant to the industry, making the program very competitive and ensuring high quality training for the participants. The program continually works to develop new employer partners, but seeks only employers who encourage and support their employees in their efforts to develop skills, and offer avenues for upward mobility and professional development.

Evidence of Success

Youth Assessment

The Community Youth Program takes participant input seriously, assessing youth three times during the program. After the first four weeks of training, the director meets with each participant to obtain verbal feedback about the program and its staff. At the end of the first eight weeks, participants fill out a detailed evaluation of the program and staff. Toward the close of the internship, program staff and the Goodwill Toronto statistician conduct a site visit. The statistician meets with each individual separately, tabulates all the information, and submits it to the project team. In addition, Human Resources Development Canada conducts extensive personal interviews with participants in each cycle and shares those results with the staff. These assessments are used throughout program planning, for continuous improvement of the program, and for individual staff performance and development.

Results

Since the program's inception in 1997, it has exceeded the expected program outcome of graduating 70 percent (Human Resources Development Canada standards) of participants in every intake. Over the most recent three intakes (1 year), the program graduated 80 percent, 100 percent and 100 percent of its participants, all of whom went into guaranteed customer service representative positions at wages averaging above $10 (Canadian dollars) per hour.

Juma Ventures

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Intensive work-based training, including jobs in a small business enterprise, and youth development services

Mission

Juma Ventures aims to support young people in making positive transitions on multiple levels: from youth to adulthood; from dependency on welfare and social services toward true self sufficiency; from being on the margin to having access to a variety of opportunities; from seeing themselves as marginalized to recognizing themselves as people with inherent potential and strengths on which they can build. At the heart of Juma's mission is the idea that work can be a positive, structuring force in the lives of at-risk youth and is itself a developmental activity—a practice that can foster healthy maturation, learning and character development.

Context

Juma is a social entrepreneurial organization, one of a new breed of non-profits that uses business as a vehicle for social change. Juma employs youth from low-income backgrounds in four small businesses that Juma owns and operates—Ben & Jerry's and Starbucks operations around San Francisco—which generate enough revenue to cover their own costs and provide over 70 sustainable jobs for young people. Juma also operates a welfare-to-work initiative in collaboration with the San Francisco Small Business Network, and provides follow-up services to youth and employers after placement. Juma's focus is enabling youth to develop and advance in the workplace.

Community Setting/Population Served

Juma Ventures serves low-income youth ages 14-25, often residents of San Francisco's inner-city neighborhoods. More than half of these young people are making the transition from welfare to work. Participants are ethnically diverse though predominantly minority; 10-15 percent are gay/lesbian.

Description

Juma Ventures has three major components. The first is employment in Juma-owned small businesses of young people referred by Juma's social service agency partners. The adult managers of these businesses are employed by Juma, not only to manage the businesses and supervise youth as employees, but as youth workers who mentor, support, and help the youth participants develop. Juma's second component is its Job Network program, a welfare-to-work initiative that brings 18-25 year olds to Juma for intensive, work-based training and then places them in private sector jobs. Juma's third component is Workforce Resources, a work-based youth development program for all participants during their time at Juma and for a period of at least one year after placement in a mainstream job. Workforce Resources serves as a "mobile HR Department" for private sector employers with whom Juma places young people, providing job-retention support, proactive check-ins with youth and their employers, and helping address issues that arise in the workplace. For youth, Workforce Resources provides a variety of supports including on-going skill enhancement, adult support, working parents services, life skills, career development, educational assistance, and an Individual Development Account (IDA) matching savings program.

▶ Organization and Management

Staff Development

Juma makes staff development a central priority and its organizational structure is set up to groom staff for positions above their current level. The job of each leader/manager at Juma is to provide the conditions for those they supervise to build what author Peter M. Senge calls "personal mastery," a mode of personal growth and learning in which people strive to continually learn and expand their ability to create the results in life they truly seek. This includes mentoring staff individually, participating in an annual planning process in which staff write goals for themselves and their department, providing a variety of pertinent training opportunities (seminars, conferences and visits to other programs), and making room for activities "outside" of work that enrich staff members' lives. Juma's "personal mastery" approach for staff makes its staff development consistent with its approach to youth development for its participants, with the basic message that reaching their highest potential in life is a life-long process, not a destination.

Youth Development

Self-Paced Structure with Increasing Responsibility

At Juma, each young person is encouraged to develop at his/her own pace and as her/his skills increase, s/he may take on greater responsibility. In the Juma-owned businesses, youth begin at the entry level, can earn a promotion to supervisor, then to peer trainer. At the highest tier of training, youth may participate in a six-month Assistant-Manager-in-Training internship in which they take responsibility for the day-to-day operations of an entire Juma enterprise and participate in strategic planning and management. Movement through these levels is individualized. Juma places this growth in the context of the real world workplace, where youth spend the majority of their time in the program, by giving youth regular "employee reviews" with wage increases, promotions, and new job responsibilities as they perform well and develop their expertise.

Workforce Development

Employer Linkages

Juma has developed a range of employer linkages that it uses to provide opportunities for its young participants. First, Juma's relationship with Ben and Jerry's and Starbucks has enabled Juma to run four businesses that support themselves and provide training and employment for approximately 90 young people annually. Second, Juma's close ties to the Small Business Network, a coalition of more than 19,000 local employers, gives Juma access to hundreds of job placement opportunities and led to Juma's involvement in the Job Network welfare-to-work project. Third, Juma works individually with employers after they have placed youth in jobs through its Workforce Resources component. Fourth, Juma works with an Employer Advisory Group made up of key members of the Small Business Network. Juma's ongoing contact with employers not only serves to provide job opportunities for young people, it helps staff to learn what additional skills they can be teaching youth, keeps staff in touch with the pulse of the economy, and gives staff direct feedback.

Individual Development Accounts

Juma's Workforce Resources Money Management component uses the Individual Development Account (IDA) model—a new provision of federal legislation—to match money youth save toward educational and other approved investments. Through Money Management, Juma teaches youth about saving and acquiring assets as a means of advancing themselves. Juma matches $3 for each dollar youth save toward education and $2 for each dollar saved toward other approved uses.

Evidence of Success

Progressive Outcome Measures

Juma's outcome measures focus on growth toward self-sufficiency, rather than just placement. For at least one year post-placement, Juma tracks job retention, skill acquisition, increased wage-earning, educational progress, and advancement (promotions and/or completion of education courses).

Results

Juma has found that over 75 percent of youth it has served to date demonstrate successful outcomes in terms of skill acquisition, wage earning, promotions and educational advancement. Juma retains youth in jobs in Juma-owned businesses an average of 15 months and 100 percent of the young people placed in jobs over the last 12 months have retained their jobs or advanced to better ones. Juma anticipates serving 325 youth in 1999 and plans to increase the number of young people it serves in the next year by expanding the Juma-owned businesses and starting a new business that creates more sustainable jobs for youth. In addition Juma is working with a team of independent evaluators to develop a sophisticated evaluation and tracking system for the program.

Project Opportunity

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Helping pregnant and parenting teens graduate from high school and transition into work or further education

Mission

Project Opportunity's mission is to enable pregnant and parenting young women to: complete credits in order to obtain a high school diploma; learn and demonstrate effective parenting skills; be a responsible, mature, and capable adult in society and to be productive in the community; and become a citizen who is self-sufficient and does not depend on public assistance.

Context

A program of the Fairfax County (VA) Public School system, Project Opportunity began in 1987 with a grant from the Virginia Department of Education under federal Perkins Act funding. Located in an alternative high school, the program serves 120-150 young women annually, with 25-35 graduating in a given year.

Community Setting/Population Served

Project Opportunity serves pregnant or parenting young women, ages 12-21, from high schools and middle schools in a large portion of Fairfax County, VA. Located in Northern Virginia, near Washington, DC, Fairfax County contains numerous suburban communities. The demographics of the county have changed rapidly in recent years, with a wave of immigrants settling there from all over the world. The program's non-English-speaking population has grown significantly and its participants come from increasingly diverse backgrounds: Black (42 percent); Hispanic (38 percent); White (15 percent); Asian (3 percent), and others. Any pregnant or parenting young women in the service area may enroll. Students are usually referred by their base school guidance counselor, Fairfax County Health Department, or the Resource Mothers Program of the YMCA.

Description

When a young woman enrolls in Project Opportunity, she is placed with other students in the appropriate academic classes needed to graduate. Depending on grade level, students are also placed in life skills courses covering a range of life and parenting management issues, and employability skills courses. Older students may earn credits through a cooperative education component of the employability course. All seniors are enrolled in the "Jobs for Virginia's Graduates" program to develop employability skills and transition to the workplace. Project Opportunity schedules special events and workshops throughout the academic year tailored to the life and employability needs and interests of parenting youth. The program also provides parenting students a comprehensive set of supportive services including child care, transportation, housing, health services, and homebound instruction for six weeks after childbirth.

▶ Organization and Management

Diverse Funding/Community Support

Project Opportunity is supported by the resources of the Fairfax County Public School system. However, the program has not stopped there. To increase the services it can provide, Project Opportunity has applied for and received a range of grants in recent years which support follow-up services, literacy programming, and other activities. In addition, the program has developed widespread collaborative ties and community supports that have led to in-kind services such as child care and health care; donations of money as well as clothing, baby items, and scholarships; and fundraising help, including gift drives sponsored by community organizations.

Outside Developmental Opportunities for Staff

Project Opportunity encourages staff to learn and develop by becoming leaders in their field. The staff are all members of local, state and national educational organizations and other professional organizations. The director represents the teen parent programs that are part of the Virginia Education for Independence programs on a task force to support the continuation of those programs. The staff has given six presentations at conferences of the National Organization for Adolescent Pregnancy, Parenting and Prevention, and recently coordinated a highly successful Fairfax County Networking Conference for individuals who work with pregnant and parenting teens. A staff member was one of 30 individuals chosen nationwide for the National Youth Employment Coalition's "New Leaders Academy" professional development fellowship. This staff participation outside the agency benefits the organization through increased networking, resources, recognition, staff retention, and heightened staff capacity.

Youth Development

Age and Stage Tailored Curriculum

Academic classes and the Project's specialized life and employability skills classes are tailored to the appropriate grade and age level of each young woman. Ninth grade students (usually 14-16 years old) are scheduled so that they move through their daily schedule as a group, with a life management skills class that contains adaptive physical education and keyboarding components. An older ninth grade student (for example, an 18-year-old with little or no high school credits) would not have the same schedule and life management class. Tenth, eleventh, and twelfth graders receive more advanced life management skills as well as employability skills, and all seniors are enrolled in the "Jobs for Virginia's Graduates" program. In addition, as needed, middle school students have been in a strictly supervised self-contained academic environment and in a life skills class with older students where they have been paired with a junior or senior level student who serve as mentors as the younger girl prepared for birth and motherhood. Project Opportunity's set of services is designed to offer students at different ages the kinds of activities they are ready for and will benefit from, while moving them forward as they grow.

Workforce Development

Post-Program Component

In its formative years Project Opportunity staff found they had little success tracking the progress of individuals who left the program or graduated and the staff felt a need to expand the assistance they provided graduating seniors. To do this, a few years ago Project Opportunity applied for and received grants from the Virginia Department of Education to institute a "Jobs for Virginia's Graduates" (JVG) component based on the national Jobs for America's Graduates model. Project Opportunity's JVG component provides seniors with intensive job development activities, job placement services, post-secondary educational assistance, and one year of follow-up. Project Opportunity's use of JAG curriculum and grant money from the state has enabled it to better help seniors make the transition from high school and to improve program evaluation by collecting data on the results of graduates once they have left the program.

Evidence of Success

Data Collection

Project Opportunity collects a wide range of data, enabling the program to reflect on its activities in a variety of areas: (1) statistics on attendance in class, credits earned, progress towards graduation, number of graduates and number employed; (2) number reached by outreach and recruitment; (3) number receiving English as a Second Language and basic literacy services; (4) a vocational and educational plan for each student; (5) number receiving child care, transportation, homebound instruction and referrals for specialized services; (6) records of special events; (7) number enrolled in specialized classes; (8) number enrolled in "Jobs for Virginia's Graduates," services rendered and follow-up statistics; (9) community linkages; (10) other statistics required by the County and State. At the end of each year, the staff and administrative staff of the school formally review this data to make decisions for the following year.

Results

Of the 1998 JVG class of 29 graduating seniors, a year later 14 are attending community college (six with scholarships), 10 are working full time, one is working part time, two are attending technical-vocational training programs, one is in the Air Force, and one is deceased (a victim of domestic violence).

Re-integration of Offenders Youth Project (RIO-Y)

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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '99

A collaboration between the Texas state juvenile justice and workforce investment systems

Mission

RIO-Y's mission is to provide incarcerated youth with post-release career and training opportunities and with youth development skills necessary for them to find and maintain employment as productive members of society. RIO-Y also seeks to reduce recidivism among at-risk youth in the state and to increase the social and economic independence of disadvantaged youth.

Context

RIO-Y was created by the Texas legislature in 1996 as a collaboration between the Texas Youth Commission (TYC) and the Texas Workforce Commission. The project was initially designed to serve youth in TYC residential facilities in 11 counties. Youth received employment assistance and supportive services from the state Workforce Commission upon transition to aftercare. Beginning in September, 1998, Texas Youth Commission youth from any part of the state were eligible to enroll in the program as long as they met eligibility requirements.

Community Setting/Population Served

RIO-Y operates in the Texas Youth Commission's residential facilities. Youth who participate in the program are 16-21 and must meet the following requirements: volunteer for the program; be recommended by staff; have at least six months remaining before their release date; have a high school diploma or be in the process of earning one or completing a GED. In 1998, 1,157 young people participated in RIO-Y.

Description

While incarcerated, RIO-Y participants receive specific workforce development services, such as pre-employment and job readiness skills and career exploration, in addition to the education, resocialization, and specialized treatment services all youth at the facility receive. RIO-Y workforce development counselors, along with administrators, principals, caseworkers, and educational personnel assist in service delivery. When a participant leaves the facility on parole or to a transitional placement facility, RIO-Y refers the youth to the Texas Workforce Commission or a contracting agency for aftercare services including employment search assistance, vocational training, or job placement. The Gulf Coast Trades Center (a PEPNet '96 Awardee), Wackenhut Corporation, and YouthWorks, an affordable housing construction program, are among the organizations at which participants receive job training. Specific aftercare services are selected according to the participant's employability development plan, and are accompanied by a one-year follow-up.

▶ Organization and Management

Staff Training Opportunities

Annual training sessions with employees and counselors provide a comprehensive plan for staff development. All employees complete annual training on ethics confidentiality, HIV, and the treatment of youth. Two annual in-service training workshops on workforce and youth development are provided to workforce development counselors. Staff also may request training in specific program areas. Ongoing staff development and opportunities for staff to request additional training enables administrators to keep staff knowledgeable and up-to-date.

▶ Youth Development

Resocialization Strategy

RIO-Y's youth development activities are part of TYC's resocialization program for all TYC youth. An employability development plan containing individual goals for workforce development and education and training is accompanied by a holistic approach to youth and the development of their skills. The resocialization program requires a young person to detail his/her life, identify thinking errors, learn components of the offense cycle, understand the choices that led him/her to commit the offense, and develop victim empathy and appropriate values. Youth must demonstrate competency in civic responsibility, and the program concentrates on forming and maintaining consistent relationships. Young people also are taught how to establish expectations for themselves and to negotiate so as to manage conflict in a non-violent manner.

This service delivery strategy has been designed with input from professionals in the fields of education, job training, juvenile justice, labor, the private sector, and social services. TYC considers the service strategy to be one that is constantly evolving to meet the needs of adjudicated youth. While individual learning takes place and goals are established for each young person, the goal of the resocialization program and its emphasis on life skills is to rehabilitate youth in order to become productive citizens through work and education.

Workforce Development

Workplace Readiness

RIO-Y's focus on resocialization is made more possible because of the program's emphasis on youth's successful reintegration through workplace readiness. During the pre-release phase of the program, pre- and post-test scores are compared to measure change in knowledge of the workplace. Other assessments, including interest and aptitude testing and basic skills testing, help staff and the participant prepare the individual employability plan. Finally, a RIO-Y participant must demonstrate competency in a number of areas before he or she can graduate:

- Be able to accurately complete an employment application
- Develop a resumé or a pocket resumé
- Demonstrate acceptable interviewing skills. The interviews are videotaped and critiqued.
- Prepare and present a 30-second commercial on himself/herself
- Participate in an exit interview prior to release.

Counselors also will assist the young person in enrolling in postsecondary institutions, technical schools, and other programs which can provide greater opportunity for development of workplace skills. Additional education, job and career awareness, and the assistance which RIO-Y counselors provide in pursuing further education are all basic skills needed for knowledge of the workplace and helpful to young people who have had little or no exposure to the workplace.

Evidence of Success

Data Collection and Use

RIO-Y is required to calculate the number of youth enrolled at each facility, number employed, number involved in constructive activities, and number referred for employment assistance. Data are provided monthly to all staff at all levels, allowing them to determine success and identify problem areas. In areas where agency staff are not achieving program goals, the Director of RIO-Y works closely with staff to improve performance. Employment activity for all youth is followed for one year after transition to aftercare. The data is reported in an annual report which is submitted to agency staff, TYC leadership and state legislative leaders, for review.

Results

In 1998, RIO-Y served 1,157 young people, with 833 youth referred to the Texas Workforce Commission for employment assistance upon release from a TYC facility. Over half of the youth referred to the Texas Workforce Commission (56 percent) were successful in gaining employment. RIO-Y met or exceeded its performance targets in other areas as well. The program's goal is to serve 100 percent of youth who volunteer for the program next year.

San Jose Job Corps Center

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Federal residential job training, education and development program which has developed extensive community linkages to expand opportunities for young people

Mission

The mission of the San Jose Job Corps Center is to provide economically disadvantaged youth with the academic, vocational, and social skills they need to successfully enter the workforce, advanced training, college, or the military.

Context

The San Jose Job Corps Center, part of the federally-funded Job Corps system under the U.S. Department of Labor, was established in 1972. SJJCC is a residential program located on a 10-acre campus, and the trainees' average length of stay is 10.8 months. Formal and informal interaction between trainees and adults is fostered as trainees live or work with resident advisors, teachers, guidance counselors, and other SJJCC staff.

Community Setting/Population Served

SJJCC serves approximately 500 low-income, 16-24 year olds per year. Trainees represent a diverse ethnic population including, in order of greatest representation: Hispanic, Asian/Pacific Islander, African-American, White, and Native American.

Description

SJJCC provides a thorough range of workforce development resources, highlighted by a curriculum which emphasizes driver education, ESL, GED or high school diploma certification, wellness, and diversity training in addition to occupational exploration, employability and social skills, and workplace communication. Through a range of partnerships with community agencies, SJJCC offers its trainees a choice of 28 vocational courses and comprehensive support services. Trainees have school-to-work opportunities, community classroom, and other work experience options as part of or as enhancements to their classroom education.

▶ Organization and Management

Staff Teamwork Environment

San Jose Job Corps Center cites its team oriented work environment as a key element of the Center's effectiveness. The program has clearly delineated areas of responsibility and hierarchy, but great efforts are made to assure clear and open channels of communication among staff. All staff meet regularly to discuss questions and concerns and share information, as well as to prepare for the upcoming week's activities. Supervisors are linked by e-mail to facilitate their communication and the center director has an open door policy for all staff and trainees. SJJCC's congenial team culture gives staff the sense of being part of an important endeavor, and results in an upbeat environment at the Center among both staff and trainees, an atmosphere often commented on by visitors. SJJCC's culture also encourages other agencies and organizations in the community to become part of the SJJCC team and to share or take credit for successes. The open, team environment helps account for SJJCC's remarkable continuity of top managers and directors (all with 5-10 years at the Center) and low turnover of line staff (less than 5 percent turnover of resident assistants last year and no change of counselors since 1996).

Community Collaboration

SJJCC's success is largely due to its extensive community linkages. The local school district's Central County Occupational Center, along with the Center for Training and Careers (a community-based organization), provide over 80 percent of SJJCC's 28 vocational course offerings, greatly expanding the number of courses available to trainees. The Metropolitan Adult Education Program operates ESL courses which are open to trainees. Direct links with CalWORKS enable trainees who are welfare recipients to be referred and tracked to insure compliance with the education, training, and length-of-participation guidelines under welfare reform. Manpower Staffing

Services, a private temporary employment company, supplements the SJJCC Social Skills Training program with eight courses. SJJCC also has in-kind and co-enrollment opportunities for participants at the one-stop Eastside Neighborhood Self-Sufficiency Center. In exchange, SJJCC trainees receive access to the resources of that center's partner agencies (i.e. the housing authority, YWCA, San Jose/Evergreen Community College) to enhance services for SJJCC trainees.

Youth Development

Youth Input and Involvement

SJJCC encourages trainee leadership and involvement throughout the program and relies on input from young people in operating and improving the program. Trainees have the opportunity to work as peer mentors, teacher's aides, and trainee resident advisors, allowing trainees to help their peers while developing their own skills. Trainees have a strong voice in the program through their involvement in the trainee government association, which is directly elected by trainees every six months and includes an executive board, representative councils from each dormitory and non-residential component, as well as specific interest area committees. The trainee government and the SJJCC director meet monthly to discuss the trainee government's agenda. The trainee government association's presence is evident in several aspects of campus life: operation of a trainee store, selection of recreation activities, input on cafeteria menus, and suggestions for effective rules and regulations as well as for course offerings. Individually, trainees are surveyed quarterly by the Office of Job Corps to track trainee satisfaction, and the SJJCC staff use the results to develop program improvements. Trainees are also at the core of the Center Disciplinary Board as well as the SJJCC Community Advisory Board, and completely compose the Enrollee Disciplinary Council that metes out disciplinary action for minor rule violations. The trainee government president and an executive board member serve on the SJJCC community advisory board, providing their guidance at those meetings.

Workforce Development

Student Progress Evaluation Record

SJJCC views youth employment and development holistically and provides a range of support services, workforce development resources, and developmental opportunities. One instrument used by SJJCC as a measure of a trainee's progress is the Student Progress Evaluation Record (SPER). The SPER is used to continually document a trainee's overall progress with a focus on academics, vocation, work-based learning, and social development (including disciplinary issues, leadership development, and other achievements). Every six weeks these are reviewed with trainees to insure that they understand their progress and deficiencies and are guided to develop employability skills that will enable them to achieve their SJJCC goals.

Evidence of Success

Investment of the Community

SJJCC's success is evidenced by the strong support of the local community for the program. Although SJJCC is funded completely by the U. S. Department of Labor, those tax dollars are leveraged by entering into partnerships and receiving in-kind support. SJJCC also has a Community Advisory Board that works closely with local elected officials, employers, community education centers and area colleges, among other supporters, to increase the resources available to trainees in a cost-effective and efficient manner. The community has shown its investment in SJJCC by welcoming the center's recent move to a new 10-acre campus which also houses a few partnering community programs. This past year city officials, community leaders and partner agencies took it upon themselves to successfully lobby the Department of Labor to fund the construction of the Center's gymnasium. SJJCC is seen as a community resource, and in turn it uses other community resources to the benefit of its trainees.

Results

SJJCC has been ranked among the top ten of all Job Corps Centers for 12 of the last 13 years, and for the most recent program year ranked third in the nation and first in performance outcomes in the four-state Job Corps Region 9. Those outcomes include an 83.9 percent Terminee Placement Rate at an average wage of $7.57; 81.5 percent Job Training Match Rate; and 75.6 percent 13-Week Placement Job Retention Rate.

Youth Development
Evidence of Success
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PEPNet

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PROFILES OF EFFECTIVE INITIATIVES

1998

Cassadaga Job Corps Center

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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '98

Mission

The Cassadaga Job Corps Center provides a safe, nonviolent, drug-free training environment to maximize the employability of its student employees and provide a qualified workforce for the nation. The Center works to insure its student employees acquire portable skills which will prepare them for further education or high skill jobs offering long-term, stable employment, high wages, and career advancement.

Context

Located 50 miles southwest of Buffalo, NY, Cassadaga is a U.S. Department of Labor-sponsored Job Corps Center. Most participants, called "student employees," come from the New York City area; about 10 percent are from the Buffalo/Rochester area. The Department of Labor provides the facility and equipment and Global Associates of Chantilly, VA operates the Center.

Community Setting/Population Served

The Center enrolls young people between the ages of 16 and 24, who are economically disadvantaged and in need of additional social, educational, and vocational training. They must be living in an environment so disruptive that it impairs their prospects of participating in a non-residential program.

Description

Cassadaga is a residential program, where the student employees live, study, and work on site. The Center's number one priority is to have a safe environment and to ensure the health of the students. The Center accomplishes this with a Zero Tolerance Drug/Alcohol/Violence policy and through comprehensive health and counseling services. Students study for a GED (subjects include literacy, mathematics, science, and social studies) and learn an occupational skill (options are culinary arts, health occupations, painting, plumbing, apartment building maintenance, and carpentry). The integrated academic/vocational curriculum is taught in small teams, or "clusters." Student employees also receive social skills training, learning the "soft skills" they will need to succeed in and keep a job: getting to work on time, working with supervisors and co-workers, following directions, etc.

▶ Organization and Management

Staff Development

Cassadaga makes staff development a high priority and provides a comprehensive set of training opportunities and other rewards to ensure a high performing staff. Employees, from senior managers to maintenance staff, receive monetary bonuses and recognition awards determined by the positive performance of the young people they serve. To provide training, Cassadaga taps many sources, including house staff, outside consultants, national institutes, and regional and local educational institutions. Training opportunities are comprehensive, covering topics such as health and safety information and techniques; specific training for counselors, supervisors, instructors, and others; licensing and certification; vertical and horizontal communication; and team work.

▶ Youth Development

Ongoing team evaluation

Cassadaga's team evaluation system promotes an environment where staff and students work together to improve the quality of the program and help students meet their goals. The student employees and staff are organized into teams which meet every week. The evaluating team consists of the student employee and the staff who work with the student in the different aspects of his/her life at the Center: the student's academic instructor, vocational instructor, counselor, and residential advisor. At these meetings, each student employee is evaluated on his/her progress in vocational and academic classes and in residential living. Through these panels the student employees are able, on an ongoing and comprehensive basis, to measure their progress towards their employability plans.

▶ Workforce Development

Integration of academic and vocational education

To "make learning a living experience" for students, Cassadaga uses a curriculum based on "thematic integrated units" (TIUs), integrating academic and vocational education around a student employee's chosen occupational training area. Instructors are organized into "clusters," composed of an academic instructor and two vocational instructors, e.g., building maintenance and carpentry. The instructors in the cluster work as a team, developing, planning, and implementing the TIUs in their area. Classrooms open into their particular vocational area to facilitate this close communication and interaction. For example, a unit on measurement would include information on measurement; work on math, science, reading, and writing; and practice measuring with items used in the vocational setting.

▶ Evidence of Success

Safety and Satisfaction

Cassadaga Job Corps Center is currently rated number six among Job Corps Centers in the country. It consistently exceeds the educational and placement outcomes set by the national Job Corps Office. Cassadaga also prides itself on the safe and healthy environment it provides its students. It conducts a "Student Satisfaction and Safety Survey" each quarter and quickly responds to any concerns raised. In a recent Center survey, 95.9 percent of student employees indicated "I feel safe and secure on center." Ninety-nine percent of students reported that they had not used alcohol or drugs, engaged in fights, or seen any weapons on campus. This presents a stark contrast to many of the environments from which the students came.

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Youth Development
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Mission

Columbus Works was established to offer employment training, placement, and retention services to economically disadvantaged youth and young adults who are unemployed and out of school. Its mission is to: 1) increase economic opportunity for disadvantaged Franklin County youth and young adults; 2) increase the availability of qualified entry-level workers for Columbus area employers; and 3) serve as a model of effective design, delivery, management, and financing of employment and training programs for unemployed youth and young adults. Columbus Works operates on the premise that if given the chance, most people will choose knowledge over ignorance, skill over competence, work over welfare, independence before dependence, and legitimate activities above crime. It believes in "doing whatever it takes" to give young adults who are economically disadvantaged and dependent, an opportunity to achieve a decent quality of life through employment.

Context

Columbus Works is a tax-exempt, non-profit organization, registered in Ohio as a public charity. The organization is governed by a volunteer board that was expanded in 1998 to twenty-one members. Modeled in part after Cleveland Works, one of the most successful employment and training programs in the nation, Columbus Works was the product of more than three years of discussion and planning among representatives of United Way, several of its member agencies, the Franklin County Department of Human Services, and the Private Industry Council.

Community Setting/Population Served

Columbus Works targets services to young men and women, ages 18-25, who are poor, unemployed, and no longer attending school. Any resident of Franklin County who meets these criteria may be served, but recruitment focuses on residents of those areas in the City of Columbus with the highest rates of poverty and welfare dependency.

Description

Columbus Works offers a uniquely comprehensive array of intensive, integrated activities designed to move participants step-by-step from unemployment and dependency to full-time entry-level employment in six to twelve weeks. Thereafter, the program strives to stay involved to promote its graduates' career development and permanent self-sufficiency. Its core program consists of job readiness and basic skills training, accompanied by job placement, job retention, and related support services.

▶ Organization and Management

Strong Collaborations

In 1995 and 1996, Columbus Works formed three joint training ventures: with Columbus State Community College and the Printing Industry of Central Ohio to prepare people for semi-skilled positions in the printing industry; with Lead Safe Columbus and an independent training consultant for short-term lead abatement worker training; and with YouthBuild Columbus for on-the-job training in construction skills.

▶ Youth Development

Responsibility to the Community

In 1996, Columbus Works instituted a requirement that all students perform six hours of service to the program, the community, or each other in the course of the six-week training. The program wanted to be sure that participants had an "investment" in the program beyond their role as learners, to lend substance to their status as "partners" within the program, and to learn and practice social skills. All of these intentions were fully realized. The majority of students far exceeded the minimum requirements, performing tasks that ranged from clerical help to tutoring, assisting in recruiting other participants, attending public functions, presenting the program to potential funders, and participating in community projects.

Workforce Development

Challenging Academic Preparation for Youth

Columbus Works has always stressed the importance of education beyond the GED. More than twenty of its graduates have enrolled in postsecondary education, most at Columbus State Community College. The provost of Columbus State joined the Board of Columbus Works, and helped secured a commitment from two student service organizations at the college to supply mentors for Columbus Works participants.

Evidence of Success

In the program's first three years, 258 of 446 participants competed their six-week job readiness and basic skills curriculum, 92 in 1997. The training completion rate has risen from 45 percent in 1995 to 64 percent in 1997. Based on a test of basic skills, 80 percent of students who completed six weeks of training in 1997 reached at least the ninth grade level in English and the sixth grade level in math, or gained a full grade level in both. In 1997, Columbus Works placed its graduates in a record ninety jobs, including fifty-three full-time positions paying an average starting wage of over $7.50 per hour.

Crispus Attucks YouthBuild

Crispus Attucks Community Development Corporation
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Youth Development
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Mission

The mission of Crispus Attucks YouthBuild is to prepare youth to become mentally tough by accepting responsibility for themselves, their family and their community. Crispus Attucks YouthBuild seeks to aid in developing self-esteem, confidence, and respect for oneself and others through academic and vocational education, thus becoming productive and respectable leaders in the community.

Context

The YouthBuild program is one of the services of the Crispus Attucks Association (CAA). Founded in 1931, CAA is an inner-city community center serving a mostly low-income and minority population. In 1982, CAA founded a housing subsidiary, the Crispus Attucks Community Development Corporation (CACDC). CACDC promotes self-sufficiency through physical redevelopment, property management, and employment services.

Community Setting/Population Served

Crispus Attucks YouthBuild serves those most in need, targeting individuals considered the most difficult to employ. These include recipients of Temporary Assistance to Needy Families; non-violent offenders in the criminal justice system; youth lacking education; youth with limited English; homeless youth; and those with behavioral, attitudinal, or mental problems. Trainees in the program are between the ages of 16 and 24 with low incomes. Seventy-five percent are high school dropouts. The trainees reflect the ethnic diversity of the community.

Description

The program is based on the national YouthBuild model. While studying for a GED or diploma, trainees also learn construction skills by renovating housing in low-income areas. With this approach, trainees provide service to their community while becoming employable. Crispus Attucks YouthBuild is divided into two groups per cycle, which alternate between classroom training and on-site construction training weekly. CACDC trains each class for twelve months and follows up on their progress for six months. The 12-month period includes two weeks of Mental Toughness training and two weeks of Job Search training. The academic curriculum is designed to be challenging and experiential. Classroom-based vocational instruction coincides with onsite training to link work and learning. In addition, the program includes life skills development and support groups, and through the CAA community center, provides other support services, such as onsite child care, counseling, and referrals for a host of needs including health care, material assistance, housing, and domestic abuse.

▶ Organization and Management

Varied and In-Kind Funding Support

Crispus Attucks makes use of a wide variety of resources, both in-kind and financial, to ensure ongoing operation of the program. Numerous organizations, including the Crispus Attucks Association, social service agencies, and business, provide a range of services, such as educational workshops, job readiness/skills training, child care, recreation, counseling, onsite housing rehabilitation training, construction materials, apprenticeship, accounting services, and office space. Crispus Attucks Youth Build estimates that its in-kind contributions represent a total cost savings of approximately $522,406 a year. Staff seek to diversify funding. Current sources of funding include HUD, Americorps, State of Pennsylvania, YouthBuild USA, and Pennsylvania Department of Corrections. Crispus Attucks will soon submit an application for designation as a charter school.

Youth Development

Leadership Opportunities

Crispus Attucks YouthBuild offers participants a variety of opportunities to develop their leadership skills. All participants receive leadership development training throughout the program. Individual participants are assigned administrative responsibilities in order to learn leadership, not only in governance, but in management. Participants are encouraged to select and take part in volunteer projects throughout the community, and students are directly involved in governing the program through the election of a youth policy committee. The committee meets weekly with the director or program manager and one other staff member, assists in selecting new staff, planning the program, setting program policies, and reviewing budgets. Trainees may also choose to participate in "Project Blueprint," a program offered by the local United Way which trains community residents to serve on the Boards of Directors of local organizations. Students participating in "Project Blueprint" elect two of their peers to serve on CACDC's Board of Directors.

Workforce Development

Individual Learning Accounts

The program has established Individual Learning Accounts (ILA's) as a way to stimulate lifelong learning for participants. ILA's are investment accounts for future education and training, and are established by the employer in the name of the individual employee, with both the employer and the employee making contributions. YouthBuild and Crispus Attucks Center for Employment Training (which provides the job search services for the program) work with local employers to encourage investment in ILA's for their employees. The employee chooses the form of investment and is responsible for the allocation of resources. The ILA's are portable and are designed to provide a growing asset base for the long-term educational and training needs of the participant.

Evidence of Success

Use of data in management decision making

Crispus Attucks YouthBuild has established a system in which data is continually collected, reviewed and used to make modifications in the program. Managers, trainers, instructors, and counselors compile data on students and their progress. They review the data periodically with the program director who includes it in regular reports to CACDC's director and the parent agency's executive director. YouthBuild's program director meets weekly with CACDC's director to discuss program implementation and individual trainees' behavior. The entire staff meets bi-weekly to review program and trainee progress, and interim conferences can be called to respond to special problems. Any required program changes are made according to staff recommendations and Board approval. Youth may give their input informally at any time, and are involved formally through the elected Youth Policy Committee. Under guidance of a staff coordinator, the Youth Policy Committee meets weekly to review personnel policies, discuss program design and changes, solve problems as needed, recommend improvements, and participate in the overall decision-making aspects of the program. Finally, staff and trainee surveys are conducted at 4-, 8-, and 12-month intervals. The results are reviewed by the program director, program and construction managers, and the Youth Policy Committee.

During the three years that Crispus Attuks YouthBuild has been in operation, attendance has averaged 91%, retention 75%, college placement 15%, permanent employment 74%, at an average wage of $7.29/hr. 71% of students entering the program had been convicted of a crime, but the recidivism rate remains a low 5%.

Delaware Valley Job Corps Center

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Youth Development
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Mission

The mission of the Delaware Valley Job Corps Center, a residential program for young men and women, is to empower students to take responsibility for their employability through the integration of vocational skills and academic achievement.

Context

Awarded its first Job Corps Center in 1964, Career Systems Development Corporation has designed and operated more than seventy-five cost effective programs for disadvantaged youth and adults.

Community Setting/Population Served

The Delaware Valley Job Corps Center serves students 16-24 years old. Its diverse student profile consists of young people from New York, New Jersey, and the Virgin Islands. The average student is nineteen and has a sixth grade reading level.

Description

In addition to professional development, Delaware Valley focuses on workplace skills, dependability in attendance, safety adaptability in job tasks and situations, and interpersonal skills. Students may also work toward their GED, continue their education with college-level courses, and enroll in advanced training courses. The overall goal of the Delaware Valley Job Corps is employability, emphasizing placement and long term employment in quality jobs and positions.

▶ Organization and Management

Strong Ties with Local Elected Officials

Delaware Valley Job Corps maintains regular contact and communication with elected officials at all levels. Congressional representatives are apprised of regular center events and activities and have attended center dedications. The Center staff also communicate with members of the State Senate and Assembly on a regular basis.

▶ Youth Development

Develop a Sense of Group Membership Through TV Studio

Delaware Valley utilizes a resource not found on many centers or campuses: a television studio. Built by the students, WVST-TV provides information to all of the classrooms and several of the staff areas via weekly broadcasts. The show uses a news broadcast format, with regular features that include employment updates on students who have left the program, recreation previews, safety discussions, guest speakers, and commercials and infomercials promoting Job Corps programs and other relevant issues.

▶ Workforce Development

Provide Experiential Learning Opportunities

Students have the opportunity to participate in annual competitions sponsored by the U.S. Department of Labor relating to specific vocational skills. Culinary arts students compete in a food fair; business/clerical students contend in a business skills competition; and students with academic aptitudes participate in the Academic Olympics. All of these initiatives provide students with opportunities to showcase their skills.

Evidence of Success

Outcome Data

GED: 36.6 percent (141.4 percent of the national Job Corps standard)
Vocational Completion: 56.8 percent (105.2 percent of the standard)
Average Wage: $6.21 (93.5 percent of the standard)
Job Training Match: 68 percent (97.1 percent of the standard)
Overall Center Rating: 106.5 percent

Mayor's Youth Employment and Education Program

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Youth Development
Evidence of Success
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Mission

The goal of the Mayor's Youth Employment and Education Program (MYEEP) is to create a comprehensive system of youth employment/development services that maximizes existing community resources, to contribute to the overall development of youth and guide them towards becoming self-sufficient adults. Within that broad goal, MYEEP has three outcome objectives: 1) increase youths' job skills, experiences, and knowledge to enhance their future employment opportunities; 2) improve youths' motivation in school and knowledge of post-secondary employment and training opportunities; and 3) improve youth awareness of community issues and participation in community activities.

Context

MYEEP is a collaborative of fourteen partners: ten community agencies providing program services for their geographical neighborhood; one agency targeting services to youth with disabilities; one agency providing linkages to community-based organizations, schools, and private sector employment; the school district; and a fiscal agent (the Japanese Community Youth Council). This collaborative allows low-income youth to access MYEEP through an known agency located in their community and to utilize the resources of the partner agencies.

Community Setting/Population Served

MYEEP serves approximately 600 youth, 14-19 years old, from low-income families. Over 50 percent receive public assistance and 40 percent live in public housing. MYEEP has a culturally diverse set of young participants, and approximately 20 percent speak limited English. Participants often have limited awareness of the working world and limited access to it. MYEEP gives priority to youth who experience difficulty accessing the job market, including youth with no work experience, youth in a group home or foster care, and youth involved with gangs and/or the juvenile justice system.

Description

After ten to fifteen hours of pre-employment training, MYEEP participants are placed at a subsidized afterschool job where they work for up to ten hours a week for twenty-six weeks and complete a career portfolio. Most jobs are in community-based nonprofit agencies. All participants are matched with a trained worksite supervisor at their job who provides one-on-one instruction and adult role modeling. To promote learning and relationship building, participants attend biweekly training workshops designed around the themes of "Education, Employment and Community. " MYEEP holds special events throughout the program, around career and educational awareness and community service activities. A job developer assists youth ready to transition out of the program into an unsubsidized job. MYEEP also works with participants to monitor academic progress, assist with tutoring, expose them to postsecondary opportunities, and connect them with agencies that can help them go to college.

▶ Organization and Management

Collaborative Structure

MYEEP operates as a true collaborative, which maximizes resources, streamlines operations, and enables effective, convenient, comprehensive services for youth throughout San Francisco. An advisory board composed of executive directors from each partner agency serves as the primary oversight and planning board. Each agency hires a MYEEP coordinator to provide outreach, selection, training, placement, and monitoring to the youth in their community. The staff of MYEEP, called the "Central Management Team," coordinates program activities and materials, manages payroll functions, monitors agency compliance, and provides a comprehensive set of technical assistance/training services to staff at the partner agencies. The cost savings from implementing the initiative as a collaborative rather than as a city-run program was put back into youth wages, increasing the number of youth served by 40 percent. This "non-center based" model enables MYEEP to reach more youth throughout San Francisco and provides youth with socially and culturally appropriate services at agencies they can easily access. Also, it allows participants to access the broader youth and family services that these agencies provide.

Youth Development

Worksite Supervisors

Participants spend approximately 80 percent of their time at the worksite. The program has engaged those who oversee the youth at the worksite as more than just supervisors. Worksite supervisors become one of the primary adults with whom the young people form a relationship during the program. They provide participants with training, career exposure, and adult role modeling. To help build this adult-youth relationship, MYEEP ensures that the adult-to-youth ratio at the worksite is no more than 1:3 and that supervisors work with the young people one-on-one. At the beginning of every program year, MYEEP provides worksite supervisors training to prepare them to fulfill their role of supervisor/coach for the young people placed at their site. This training covers youth development principles, effective supervision techniques, training on SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and project-based learning, goal setting with youth, as well as an overview of the components of the program. Supervisors are provided with a handbook that contains goal setting templates, tips on supervision, and lists of various program and youth resources. Agency coordinators provide mediation when occasional issues arise between worksite supervisors and youth. Because the program subsidizes the wages of the youth participants, MYEEP has the ability to select only worksites that provide a safe, developmental learning environment.

Workforce Development

Academic Support

Believing that education is an important piece of the process that leads to adult self sufficiency and success, many of the MYEEP program services focus on the development of educational awareness and success. The academic progress of each participant is monitored twice yearly by the agency coordinator. Youth who are identified as being academically at-risk attend MYEEP tutorial sessions, at which specific areas of need are identified and a plan developed for improving grades. MYEEP field trips and workshops expose youth to their training and college options after high school and guide them in setting short and long-term educational goals. For example, "University Day" visits to local colleges and universities provide youth with an opportunity to explore a college campus, visit college classes, and make plans for college admission and financial aid. MYEEP partners with academic counseling programs to help youth review their current graduation status and make plans for college admission.

Evidence of Success

Program Evaluator Staff Position

MYEEP hires a program monitor/evaluator as a member of the Central Management Team, to be responsible for design and implementation of all evaluative tools. The evaluator oversees the collection and analysis of descriptive data of program services from management information systems and other measures and data on participant progress towards program outcomes. In addition, the evaluator monitors each subcontracting agency within the collaborative for effective completion of program services which must fulfill performance standards as established by the MYEEP Advisory Board. Subcontractors report to the evaluator monthly on their progress toward the goals and timelines set forth in a workplan at the beginning of the program year. The evaluator works with the MYEEP director to process data collected for use by the central management team, the Advisory Board, and the program coordinators to monitor progress and establish change priorities.

Out of 320 participants surveyed this past year by MYEEP, 283 reported an increase in motivation at school and 288 reported an increased knowledge of postsecondary opportunities. Over 70% of the youth reported that they know more about community issues than before joining MYEEP, and 237 youth participated in community service activities.

MY TURN (Massachusetts Youth Teenage Unemployment Reduction Network), Inc.

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barbaraduffy@my-turn.org**

Mission

MY TURN's key aims are to: 1) target at-risk students; 2) offer these students basic services (e.g. counseling, information, and speakers) traditionally reserved for an elite segment of students; 3) build motivation and self-esteem through attention, recognition, mutual support, and a caring staff; 4) teach employability and career development and make the lessons real through job shadowing, job development and placement, as well as follow up; and 5) build partnerships of schools, businesses, universities, and community groups to make concrete changes for target youth.

Context

MY TURN was founded in 1984 by a Brockton High School alumnus and successful businessman who wanted to give young people the direction and support he had received. MY TURN operates a variety of programs through public high schools in seven communities around Boston: Boston, Bridgewater, Brockton, East Bridgewater, Easton, Randolph, Stoughton, and West Bridgewater. The program has served over 5,000 high school students.

Community Setting/Population Served

MY TURN programs are designed for "the Forgotten Half," the lower echelon of high school students recognized by the W.T. Grant Commission in 1988. These students historically have been neglected in terms of services and opportunities. Options for these youth have been shrinking as today's job market has made it difficult for drop-outs or underachieving high school graduates to succeed or to make ends meet. MY TURN works with schools so that all students will be oriented to the complex world of work, assisted in developing self-esteem and self-confidence, helped to understand their potential, and taught essential skills, enabling them to be successful, self sufficient, productive citizens.

Description

Operating through high schools, programs include school-to-career ("Connections for Youth" and "School to Work"), diploma/charter school ("Diploma Plus" and "Horace Mann Champion Charter School"), mentoring ("JUMP Mentoring Program"), and linking at-risk youth to college ("Leadership, Education and Academic Development" and "School Training and Education Preparation"). Program components include a competency-based employability skills curriculum, recognition and leadership activities, employer involvement, work-based and project- based learning, community service projects, counseling/case management, and one year of follow up.

▶ Organization and Management

Staff Qualifications

MY TURN staff are selected through a highly competitive process that considers prior experience working with at-risk youth, sensitivity to diverse cultures, and flexibility in working with a wide variety of individuals including students, their families and peers, school personnel, business leaders, community leaders, and co-workers. MY TURN looks for staff who are energetic, engaging, and motivated; have excellent leadership skills; and have a sense of humor. A bachelor's degree is required of all staff; 40 percent of the staff hold masters' degrees. In an effort to ensure that MY TURN staff are a true reflection of the population it serves, currently 50 percent of its staff are people of color.

Youth Development

Parent Outreach

MY TURN employs a full-time Parent Outreach Coordinator to foster ongoing communication with the families of the young people enrolled in MY TURN's programs. The relationship with the family begins with the sharing of information about MY TURN prior to the student's applying for admission, and notifying the family of the young person's accomplishment once accepted. The family is then updated on a regular basis through a combination of phone contacts and written correspondence regarding the student's progress. In many cases, the families are surprised to hear from the MY TURN staff person about positive activities in which the young person has been involved. Parent outreach activities are held throughout the year, and parents attend the major MY TURN annual events including the beginning Open House, the mid-year Recognition Ceremony to celebrate student achievements and upcoming goals, and the showcase Career Development Conference and Awards Ceremony at the end of each school year.

Workforce Development

Follow-up

To ensure a successful transition from school to work, MY TURN provides twelve months of follow up for each student placed in a job. During the first week of employment, a MY TURN advisor visits the student at the work site. At that time, the advisor thoroughly reviews the experiences of the new job and works through any issues confronting the student. The advisor continues once-a-month, on-site follow-up through the entire year. Each month, the advisor meets first with the employer and then with the employee, to discuss employment issues and concerns. The initiative has found that this follow-up provides the continuity students need as they enter the real world of full-time employment. An external evaluation of MY TURN found that 71 percent of MY TURN participants retained their first job following high school graduation for more than six months versus 32 percent of a control group.

Evidence of Success

Ongoing Internal and External Evaluation

MY TURN has ongoing internal evaluation and has been the subject of a number of external evaluations. Staff regularly collect and analyze data, using multiple measures as well as meetings and interviews with participants, staff, and school and business partners, to provide an accurate and informative picture of program impacts, successes, and areas to improve. MY TURN was evaluated by the U.S. Department of Education and recognized for its promising practice; the Pew Charitable Trusts funded a comprehensive three year evaluation. To analyze MY TURN's impact on its school-to-work participants, MY TURN developed an evaluation with Bridgewater State College. Some of the Bridgewater results included: 71 percent of MY TURN participants retained their job for more than six months, versus 32 percent of the control group; 87 percent of MY TURN participants were employed at the time of the survey versus 42 percent of the control group; and 90 percent of employed MY TURN graduates had full benefits packages, versus 28 percent of the control group.

Pittsburgh Job Corps Center

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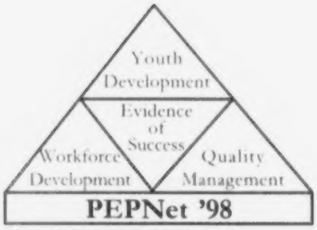

Mission

The Pittsburgh Job Corps Center mission statement is inclusive of the National Job Corps mission of serving youths. This mission is to support young adults in achieving excellence in vocational, academic, living, social and physical skills. It is the core element upon which all programming and changes are based. More importantly, it is the guiding force in how staff teach the customers, the students.

Context

Nationally, Job Corps is the U.S. Department of Labor's free enterprise answer to skills training for disadvantaged youth. The initiative targets motivated youths living in a disadvantaged area. Many of the youth or their families are receiving some form of public assistance and Job Corps is a way to become independent and self sufficient.

Community Setting/Population Served

The Pittsburgh Job Corps Center serves over 800 residential and commuting male and female students ages 16-24.

Description

Students are involved in education and training for a majority of their time each week. They "work" a 40-hour week in which they alternate one week of academic courses with one week of vocational training. This enables them to maximize their potential and become productive citizens. Teaching and learning at the Center is self-paced, thus celebrating individual difference while cultivating self-esteem.

Organization and Management

Strong Collaborations

The Community Relations Council (CRC) consists of business, political and community representatives who support the Center in two major ways. They annually plan and sponsor a silent auction dinner to raise money for college scholarships. CRC also sponsors the Center's open house day for parents, friends, and the community. They have been a tremendous support in helping with student career days, graduation, life skills workshops, and service projects, and are committed to spreading the good news about the Pittsburgh Job Corps Center.

▶ Youth Development

Nurture relationships between Youth and Caring Adults

If a student is identified by the team as having difficulty adjusting to the program or achieving goals, a staff mentor is assigned to the student. The mentors are staff members interested in helping a student adjust to the program and become goal orientated. Mentors come from all departments throughout the Center, from management to the food service department. The mentor works closely with the assigned student and more or less "lends an ear" to the student's concerns or problems. The information that the mentor accumulates from the student is then conveyed to the Student Training Team (STT) and is open for discussion during STT meetings for the entire team's input. The STT is composed of a student's counselor, educational and vocational instructors, and resident advisor.

Workforce Development

Challenging Academic Preparation for Youth

The Pittsburgh Job Corps Center is integrating vocational reading and math curriculum into the academic portion of the program through applied academics. On a weekly basis, a team of academic and vocational instructors meet to review material to see how they can implement the material into the students' training. Students work on material that is related to their chosen vocation in their academic classes.

Evidence of Success

Evaluation

The center is participating in a national Job Corps evaluative study titled "Mathematica." Control groups of non-Job Corps (potential enrollee) individuals are compared to Job Corps students for a period of three years to determine if Job Corps participants do better than they would without the program. The study is underway at this time.

PJCC's current outcome standings are:
Full-time job placement 81.5%
GED Completion 40.1%
Job Placement average wage $6.52

Project Future

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Mission

Project Future's mission is to provide young adults with the opportunity to acknowledge their self worth, develop a positive self image, demonstrate respect for others, and assume a productive role in society. Project Future's goal is to help each young person achieve self-sufficiency and long-term employment through education, training, and personal development skills.

Context

The Metropolitan Career Center (MCC) has operated education and training programs in Philadelphia since 1975. Traditionally, MCC served recent high school graduates and other adults, providing them with literacy, jobs, and links to higher education. Realizing there was no existing strategy for effectively helping young adults on welfare who had dropped out of high school to attain a high school diploma and a well paying job, MCC began Project Future in 1993. Currently MCC operates Project Future and four other programs at two sites. MCC is also involved in corporate training efforts throughout Philadelphia.

Community Setting/Population Served

Project Future serves economically and educationally disadvantaged young Philadelphians. All students in the program are without a high school credential and all receive Temporary Assistance to Needy Families. Project Future students are between the ages of 18 and 21, and 95 percent are parents. Some have come out of the criminal justice system, survived various types of abuse, or were homeless. The majority have not held a job for more than two months at any time; some have never held a job of any kind.

Description

The Project Future program lasts for twenty-two weeks. Students spend the first eighteen weeks in classroom training. During orientation week, students complete career interest assessments and work with an employment specialist to determine which of three employment training tracks to choose: Office Technology (basic office), Medical Support (medical/insurance industry office work), or Administrative Support (accounting/bookkeeping). Along with the employment skills training, students take academic courses to prepare them to achieve a GED at the end of the program. Supplemental tutoring is provided as needed. Students also receive courses in personal and professional development. Students spend the last four weeks in an externship in hospitals, medical facilities, insurance companies, banks, and other corporate industries. During and after this phase the students are placed in jobs related to their course emphasis.

▶ Organization and Management

Upward mobility for staff

MCC develops and rewards staff with promotions. Many of those in leadership and management at MCC rose from other staff positions. For example, the individual who directed Project Future since its inception recently became a vice president of MCC. Several Project Future instructors have been promoted to managerial positions, including the current director. MCC also draws on its students for staff positions. Not only does this practice develop staff, but promoting excellent staff to increasingly responsible positions ensures MCC a management team widely knowledgeable in the day-to-day operations of the program.

Youth Development

Connection with successful peers

To inspire and motivate students by connecting them with successful graduates of the program, MCC hosts "Peer Day" each cycle. On that day, former students return to MCC to participate in a roundtable discussion with current students. The graduates share the many struggles they experienced while in the program and describe how they became graduates anyway. They also share the challenges they currently face in the workplace. Current students ask questions of the graduates and gain renewed perspective about the direction in which they are heading.

Workforce Development

"Professional Development" course

Since most students entering the program do not know how to effectively find or keep a job, Project Future's "Professional Development" course is a vital part of the curriculum. In "Professional Development," students develop job readiness, career search, and job retention skills. They learn about organizational behavior, supervisory styles of leadership, work ethic, work attitude, successful communication, and how to work with different personalities in the workplace. Students also practice every element of the job search process, including videotaped mock interviews.

Evidence of Success

Collection and use of data to ensure relevant curriculum

MCC continually gathers data from employers and uses it to make changes as needed. The MCC Employer Advisory Committee meets quarterly, and twice a year hosts focus groups with employers that hire students to get feedback which the staff then uses to make any necessary improvements. MCC employment specialists conduct an extensive labor market study to determine academic, technical skills, and soft skills necessary for the various types of employment offered from entry to the high and technical levels. Each cycle they also do an employer needs assessment to keep current with changing needs. In addition, the staff advisor who teaches the core courses for each employment track visits employers and stays abreast of any industry changes, guaranteeing that what is taught in the classroom is relevant to the particular industry.

In 1997-98, 78% of Project Future participants successfully completed the program; 78% demonstrated personal and professional growth and development; 54% attained a GED and 60% were placed in living wage employment.

Summer Works! Project-Based Learning and Career Development

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Mission

The mission of the initiative is to provide low income youth with meaningful work connected to a rich and rigorous learning environment. The initiative's highest priority is to prepare young people for outstanding performance on the job and in the learning classroom.

Context

Summer Works! is the Summer Youth Employment Program for the Bakersfield area. Chief funding is provided by Title IIB of the Job Training Partnership Act (JTPA), with additional funding and resources from the local education agency (Kern High School District), the state, the community, and businesses. Kern High School District subcontracts with Employers' Training Resource and others in the community through a competitive bidding process each year to provide the summer program. In 1997, 44 projects were implemented for 2,000 youth. Staff from the District's Career Resource Division oversee the program and train program operators.

Community Setting/Population Served

Youth served are between the ages of 14-21 and low-income. Approximately 20 percent have "special education" needs, with services coordinated with the county special education staff. Others have special needs such as limited English proficiency. Participants are culturally diverse, come from both urban and rural communities, and approximately one-quarter are from migrant/farmworker families.

Description

During the summer, youth work on projects that fall into three categories: work-based projects providing on-site job experience; school-based projects with simulated businesses operating on school sites; and service-based projects providing community service. Youth are matched with projects fitting their career interests. Each project must have the involvement of at least three businesses; must take place in or simulate a real work environment; and must result in tangible products or projects. Participants who are deficient in reading, writing, or math are required to attend two hours of basic skills instruction in the morning before going to their employment assignment. Students also participate in ongoing career development, attending a nine-hour orientation and then a three-hour meeting every other Friday with a project teacher/coordinator. During the Friday sessions, students develop and complete a portfolio displaying their work.

▶ Organization and Management

Evaluation through Staff Retreat

At the end of the 1997 Summer Program, Summer Works! staff conducted a self-evaluation through an all-day meeting. The meeting was held at a near-by hotel to enable open communication in a relaxing environment. Staff assessed both positive outcomes and weaknesses. Through that process, the staff identified two major areas needing improvement for the next year's program: strengthening the link between career development and academics, and reinforcing workplace and job seeking skills for participants. These became the goals that guided the development of the 1998 program. The 1998 projects have a better infusion of basic skills/SCANS (Secretary's Commission on Achieving Necessary Skills) into the projects and focus more on providing participants with the tools to get and keep unsubsidized employment.

Youth Development

Serving Special Needs Youth

Summer Works! provides a variety of projects tailored for special needs and special education youth in the community. In one project, *Bilingual Benefits, Inc.*, youth with limited English skills work as tutors with non-English-speaking families in the area, helping family members learn and practice English skills. This provides a community services to the families, while helping the youth improve their own skills. In the *Business is Blooming* project, young people with severe disabilities work with non-disabled youth recycling flowers donated from local stores. The recycled arrangements are sold and profits are used to purchase marketing materials and supplies. These kinds of projects enable Summer Works! to ensure that all youth in the community have equal access to work.

Workforce Development

Employer Integration

Summer Works! has developed strong links and collaborations with employers, and employer involvement has become integral to the program's operation. Before Summer Works! will approve a project, it must have at least three business partners. In addition to organizing "real work" projects for the youth, businesses in the community provide donations, meeting space, tours, mentors, speakers, instructors, advisors, evaluation of youth progress, and jobs after the summer. The majority of the 800 employers who interacted with the program in 1997 spent time with students. During the year, staff is vigilant in seeking and developing future resources and involvement from businesses.

Evidence of Success

Using youth to share success with stakeholders and the community

Summer Works! makes it a priority to publicize youth successes in the summer program, and uses the young people to do it. In most projects, one young person is designated "public relations specialist," responsible for reporting about the project. Public relations specialists attend a two- day workshop where members of the local media instruct them about how to market their projects. In addition to marketing and promoting the projects, the public relations specialists write a thorough summary report that is published at the end of the summer and distributed to funders, employers, government officials and other stakeholders. Two projects produced videos about their accomplishments and these are used in program publicity. The program works to generate media coverage. A project that built planes, for example, flew them on the local news. In addition, statistical information gathered at the end of the program is processed and reported to stakeholders a few months after program completion.

Texaco Shadow Program

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Mission

The Texaco Shadow program mission statement is: "to provide at-risk high school students assistance in planning their futures, setting goals for their education and improving their values." One key point of Texaco's corporate vision statement is that "Texaco's success will be driven by integrity, creativity and commitment of its people." The employees of Texaco envisioned and then developed this project, not the management staff.

Context

In 1995, a small group of direct-line staff employees from Texaco took the initiative to develop and implement the Texaco Shadow program. Initially, Texaco employees mentored local high school students who shadowed them at work for half a day. From this beginning, the shadow program has evolved into the summer 1998 work initiative that will result in 80 young people being employed for eleven weeks, with an above minimum wage salary of $6.50 per hour, for a grand total of $2,860 per participant. Two veteran Shadow students work as mentors for younger participants and will earn $2,200 per month.

Community Setting/Population Served

The program targets in-school youth in Kern County between the ages of 16 and 20 who are considered at-risk. There are many factors beyond financial considerations that determine at-risk status. School officials are instrumental in the selection of those who are socially, economically, or academically challenged.

Description

Shadow students are initially assigned to outdoor maintenance work. Beginning their workday at 6:30 a.m., they chop weeds and clear the perimeters around oil wells and equipment. Experienced students serve as crew leaders, helping to develop a unity of purpose and work ethic. After this initiation of hard, physical labor, all students are matched to departments throughout the company. Assignments are made based on individual career interests, aptitudes, and work needs of the different departments.

▶ Organization and Management

Continuity and Competence of Leadership

Originally, all Shadow Team members were employee volunteers. However, as the program has grown, there are now thirteen individuals in the Shadow management team: a coordinator, six team members, a field supervisor, and educational liaison, two student mentors, and two student supervisors. The coordinator and field supervisor are Texaco employees assigned full-time to organizing and maintaining the youth initiative. In addition, up to seven teachers will work as externs at Texaco under School to Career Partnership funding and two additional teachers and assistants will supervise two work-based learning, student based enterprises.

▶ Youth Development

Exercising responsibility for the initiative

One way that students take responsibility within the initiative is by becoming student supervisors and crew leaders. For the first two years of the program, Texaco hired contractors as supervisors and crew leaders for the students working in the field. In 1997, the Shadow Team decided that third-year students were capable of working in crew supervisor positions. During the summer of 1997, four new positions were created: one student supervisor and three crew leaders.

Workforce Development

Challenging Academic Preparation for Youth

The Shadow Team is linked with Highland High School Energy, Environmental and Technology Academy (HEET). HEET links academic study with businesses and industries. HEET students take a college prep curriculum that includes opportunities for field study with Kern County energy and environmental technology organizations; currently they are working with Texaco on an oil study.

Evidence of Success

The Shadow Program expects certain behaviors from its students. These include having a solid work ethic, behaving as a productive employee ans not a student, acting responsibly, and working safely. Achieving these items successfully is shown through zero lost time accidents, attendance records, cost savings analysis of work performed, and the transition of students into the Texaco Internship Program.

YouthBuild Detroit

Young Detroit Builders
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Mission

Young Detroit Builders (YDB) intends to assist youth in obtaining a GED, gaining satisfying and long term employment, and becoming good parents, community leaders, and responsible citizens. To effectively carry out this mission, YDB helps special young adults by providing support, education, a safe environment, training and opportunities for self-development and growth, particularly in the areas of self-esteem, leadership, work competencies, and cultural awareness.

Context

Young Detroit Builders, the sponsor of YouthBuild Detroit, was created in 1993 with the support of and in partnership with three experienced community development organizations. YDP completed the YouthBuild Implementation Plan in August, 1995, and began recruiting staff. On January 22, 1996, more than fifty young adults began their life-changing YouthBuild journey.

Community Setting/Population Served

YouthBuild Detroit enrolls approximately forty trainees each year. These young people, ages 18-24, must reside in the city of Detroit. The program gives priority to empowerment zones residents, at least 75 percent of whom have dropped out of high school and not earned their GED and have a very low income or are a member of a very low-income family. Young women account for 25-30 percent of the enrollees. High school dropouts who have attained a GED are considered if they are reading at or below the seventh grade level. Preference is given to those who do not have diplomas or GEDs, especially when the number of these applicants is greater than the number of available spaces.

Description

Trainees work and study for thirty-five hours a week in four teams. After achieving 100 percent attendance for one month, a trainee is officially enrolled in the program. Trainees receive cash stipends for twelve months and follow-up services for an additional year. For the first year, the individual's training time is divided on a bi-weekly basis between Learning Service Center activities and work site activities. At all times two teams are on the job site while the other two teams are at the Center. Center-based activities include vocational education, instruction in basic academic skills, GED preparation, job readiness skill development, life skill training, career awareness, and cultural, political, and social histories which promote self-awareness and self-esteem. At the work site, trainees learn construction skills and renovate housing in low-income areas. In addition to the educational and training program components, the program also offers support services, community service projects, job placement, and follow-up support.

▶ Organization and Management

Staff Communication

YDB has adopted a unique meeting plan to address the needs inherent in the operation of a multifaceted program. Different configurations of staff personnel are assigned to meet every week. These configurations include: an all staff meeting; cluster meetings (life management and GED preparatory cluster, construction training cluster, finance and administration cluster); line staff meetings with respective supervisors (construction, GED prep, life management, and finance); and management meetings (executive director, program manager, finance manager, construction manager and education and training coordinator).

Youth Development

Exercising responsibility in the initiative

YouthBuild Detroit has established a Grievance Committee, the equivalent of a judicial branch of the government. Each of the four student teams elects one member to the committee, which meets at least monthly. With the staff assistance of the leadership development specialists, the committee hears appeals from students who have been recommended for termination or for some type of sanction due to lack of performance or participation or because of a written infraction recommendation from the staff. The Grievance Committee has the authority to terminate students and develop actions for sanctions.

Workforce Development

Follow-up and Support Services

YBD provides support and follow-up to all youth who have been enrolled in the YouthBuild Detroit program. The graduate and career coordinator has the primary responsibility for tracking and communicating with all program graduates and is the person graduates contact the most when seeking employment. However, all staff provide assistance, depending on the needs of the graduate.

Evidence of Success

Out of twenty-three graduates in the most recent program year, ten obtained a GED; six passed three out of five tests on the GED, eighteen achieved the construction competencies; one has been accepted into college; two are preparing to apply to college; and sixteen were placed in jobs at hourly wages of $8.00 or more. Twelve of these jobs are construction-related, including seven apprenticeships. At this time, none of the graduates have unresolved legal matters; all secured dependable child care; thirteen have resumes; twelve obtained driver's licenses; and five obtained transportation.

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PROFILES OF EFFECTIVE INITIATIVES

1997

Academy for Career Excellence

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Mission

Jobs for Youth Inc., was founded in 1958, to enable low-income, unemployed and underemployed youth to enter and compete in the labor market, and to help youth realize their fullest career potential.

Context

Before the inception of ACE, services for out-of-school youth were limited to career-readiness training and job-placement. The original program provided assistance with resumes, interviewing skills and professionalism. But for high school dropouts with no marketable skills, career-readiness training proved insufficient in adequately preparing them for gainful employment. In 1989, Jobs for Youth developed the Academy for Career Excellence (ACE), a comprehensive educational and job-training program designed to prepare out-of-school youth for career-track employment.

Community Setting/Population Served

ACE welcomes all low-income, out-of-school youth between the ages of 16-25 who reside in New York City.

Description

The ACE program seeks to prepare low-income, primarily Black and Latino, out-of-school youth between the ages of 16-25 for career-related endeavors. ACE services include, but are not limited to: career-readiness training, vocational training, academic enhancement, GED preparation, leadership development training, and counseling/support services.

Tier I is a five day Career readiness training course which improves students' job search skills and gives them an understanding of workplace expectations through self-assessment and self-representation exercises. Tier I is designed to be a short-term, intensive preparation for a fruitful job search, for students who do not have the time to devote to longer-term training or already possess adequate job skills to obtain a career-related position.
Tier II is a five month occupational training course which covers the job transition in more detail, supplementing the career-readiness training (Tier I) with vocational skills in one of several occupations, basic skills and academic enhancement, workplace visits, on-the-job scenarios, leadership development and internships.

ACE participants who complete Tier I and Tier II are referred to ACE's career-placement services, which include internship placement, career counseling, job placement assistance, ongoing follow-up services, and weekly networking sessions for unemployed graduates.

All ACE graduates enter into Tier III, Alumni Services, upon completion of training. Tier III services include computer literacy workshops, seminars with professionals on job retention, resolution of conflict, in the workplace, post secondary education assistance, opportunities to network, career guidance and opportunities to volunteer with the ACE program.

Organization and Management

Staff Development

Supervisors evaluate staff on a quarterly basis. In these sessions, the employee's self-evaluation is compared against the supervisor's evaluation. The two work together to devise a career development plan that takes into account both the employee's career goals and the employee's areas of weakness. Employees receive assistance with their time management skills, communication and organizational techniques, as well as attend off-site professional development training sessions in the areas of counseling, customer service, training, stress management, organizational management, and policy (i.e., school-to-work, welfare reform). Staff members attend an average of 5-7 training sessions per year, and the Coordinator actively mentors staff as they continue to build their credentials. The entire agency staff engages in monthly staff development during all staff meetings.

Youth Development

Participant Feedback

Young people give staff feedback on the program throughout the course of training. In the beginning of all Tier I and Tier II classes, students devise a list of their own classroom rules to give them ownership of the classroom atmosphere. In Tier I, students evaluate the sessions daily, commenting on content, training style, what they learned, and what they thought was boring. Tier II students evaluate the program bi-weekly. Both sets of evaluation forms are reviewed by staff and a program consultant to detect patterns and create improvement measures. At the end of a Tier II training cycle, students meet individually with trainers to discuss how the program affected them at each stage. They also fill out a final evaluation form, as well as write a narrative on their overall experience, articulating how they feel about themselves, the program, and their ability to reach their goals.

Workforce Development

Employer Involvement

The ACE program partners with several corporations and government agencies such as Merrill Lynch, Colgate, Chase and the Agency of Housing Preservation Development to name a few. One such partnership involves Pitney Bowes Management Service which offers Mailroom Operations training. A few classes are taught by Pitney Bowes, where students are taught customer service and office protocol in the work environment. All Mailroom students do their internships at Pitney Bowes sites throughout New York City, and successful interns are offered full-time paid positions upon completion of their internship.

Evidence of Success

Last year, 65 percent of the youth were placed in careers, and recently, 60 percent of the students enrolled in ACE's GED preparation program passed the GED last year.

Baltimore City Fire Cadet Program

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Mission

The mission of the Baltimore City Fire Cadet Program is to maintain a career pipeline for Baltimore City students to high wage, high skill employment opportunities in the fire fighting and medical services field. The aims of the initiative are: a) to make City youth aware of the range of jobs available in Fire and Emergency Medical Service and the related educational/skills requirements for these careers; b) to identify youth interested in pursuing a career in the field and provide an opportunity for them to build their skills and become qualified for employment; c) to promote school performance and ensure graduation and the successful transition of the students to further education, training and/or employment; and d) to assist the Baltimore City Fire Department in meeting its future workforce development needs by connecting qualified program completers to the department.

Context

In 1989, the heads of the civil service commission, Fire Department, and employment and training agency in Baltimore met to create a mechanism to prepare city students to become firefighters and emergency medical technicians. The result was the Fire Cadet Program, a collaboration among three agencies: the Fire Department, the School System, and the Office of Employment Development.

Community Setting/Population Served

Youth participating in the initiative are high school juniors and seniors attending Baltimore City public schools, who reside in Baltimore City.

Description

The Cadet Program is a three-phase initiative which begins during the summer between the junior and senior year of high school. During the summer phase, cadets who need driver education will take classes three days a week to prepare for the written driving test and complete behind the wheel instruction or work on a simulator one day per week. Upon the completion of this three-week portion of the program, cadets begin actual fire fighter training for eight weeks, including emergency medical technician training and physical fitness activities.

Phase two occurs during the school year. Cadets attend their home school for academic classes in the morning, then are picked up by taxi cab to be transported to continue fire cadet classes. Three weeks during the year, cadets spend the afternoon with a private ambulance company, in a hospital emergency room, or at a fire house. An additional two weeks are spent completing community service projects where cadets are assigned to work in a hospital, nursing home, senior center, or other community facility with children, the elderly, or others in order to foster the compassion and dedication that will later be required when serving as a full member of the Fire Department. Field trips to Fire Expositions, Burn Units, and Cultural Institutions are included as a part of the program.

Phase three occurs after the cadet has graduated from high school. The cadet is employed by the Fire Department and assigned to one of five departments: Fire Prevention, Fiscal Services, Personnel, Administration, or Public Information. An optional secondary pathway for cadets after the completion of phase one and two and the receipt of an Emergency Medical Technician (EMT) Certificate, is to pursue a career in allied health. Additionally, cadets are involved in community service activities within the community and schools. They have an opportunity to work with the private ambulance companies, complete ride alongs with the City Fire Department, and work in hospital emergency rooms as a part of the training, establishing a record of timeliness, dependability, teamwork, and maturity.

Organization and Management

Collaborative Ties

The collaboration partners worked closely with the Mayor's Office and the city Department of Personnel on the program design. Coordination among the Maryland State Departments of Education and Public Works and the University of Maryland also exist to facilitate the success of the initiative. Informal ties are prevalent within other units of each agency for classroom space, transportation, and student stipends and wages.

Youth Development

Gradual Increasing of Responsibility

The initiative's three-phase training system is planned sequentially so that cadets achieve success in stages. Experiential, awareness, recreational and cultural activities are blended with more difficult and sometimes tedious, but necessary, activities. The level of responsibility and intensity of training gradually increases as the course progresses, allowing cadets to master more difficult concepts as they get older and/or maturity levels increase. Successful completion of all phases serves to produce a well rounded employee for the Fire Department or any organization.

Workforce Development

Employer Integration

The primary employer for the initiative, the Fire Department, is also a member of the three-agency collaborative. The Fire Department played an integral part in the design, development and refinement of programming. Cadets are nationally certified and can work in emergency services across the United States. The employer supplies the instructional staff for programming, equipment and training facility. Employer staff members also serve as mentors for the participants.

Evidence of Success

The expected outcome of the program is to be able to recommend for employment with the Baltimore City Fire Department 45 to 50 percent (9-10) of the Cadets who are accepted into the program. The remaining cadets are expected to acquire the self discipline and initiative to graduate from high school, continue their education at a two- or four-year college and/or become employed in the allied health field. Success is measured by the number of enrollees who graduate and those that successfully complete programming and/or become employed.

Twenty-four students began the Fire Cadet Program in June of 1993.

- eight were hired by the Baltimore City Fire Department.
- eight went to college.
- six are working as EMT's and/or Ambulance drivers.
- one owns his own business.
- one received a Barbering Scholarship through the City Office of Employment Development and is now working in this field.

Twenty students enrolled in the program in June of 1994. All of these cadets graduated from high school.

- five were hired by the Fire Department to complete last phase of training before acceptance into apprenticeship program.
- seven were hired by ambulance companies as EMT's.
- eight went to college.

Central County Occupational Center/Program

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Mission

The mission of the Central County Occupation Center/Program (CCOC/P) is to "provide workforce preparation and training opportunities of the highest quality and relevance for a life of growth and employment for high school youth and adults." This statement reflects the intent of the initiative which is a commitment to offer high quality workforce preparation and training; provide relevant education for a life of growth and employment; and serve high school students and out-of-school youth.

Context

Since 1917, when Central County Occupational Center/Program (CCOC/P) began with four vocational education courses at San Jose High School, the public, business/industry, and students have demanded quality vocational education. In 1975, the Center, in cooperation with the service area school districts, expanded to include adult vocational education and the 10-year old Regional Occupational Program (ROP), which offered vocational education classes at district high school campuses and other off-campus sites.

Community Setting/Population Served

CCOC/P, located in central Santa Clara County, provides vocational education for a diverse student population. The students represent a multi-lingual, multi-cultural society showing the following socio-economic factors: 7.5 percent economically disadvantaged and 3.1 percent unemployed. The service area includes 6 school districts consisting of 27 feeder high schools, 6 alternative high schools and 6 private secondary high schools. CCOC/P offers training opportunities to high school juniors, seniors, and adults in more than 50 specialty areas from 12 major career occupations. There are 3,078 concurrently enrolled high school students and 2,659 adult students.

Description

In 1983, CCOC/P became part of a Joint Powers Agreement (JPA) including 6 school districts composed of 27 high schools. Currently high school students attend either a three hour morning schedule with graduation requirement classes taken at home schools in the afternoon, or vice versa. High school students in the ROP attend vocational education theory/lab classes of varying hours and graduation requirement classes at their respective schools. Business/industry sites provide cooperative vocational education, community classroom, and internship locations for students requiring these methodologies to complete job-applied skills training. The high school districts have developed career academies utilizing work-based learning courses. The initiative addressed is supported by CCOC/P teachers, administrators, students, support staff, governing board, and superintendent. It focuses upon successes of highly effective learning methodologies used as educational strategies leading to life skills and career preparation, job placement, or advanced career preparation for youth (10th grade to age 25). This initiative includes 15 courses and these courses include 41 classes composed of 879 students. Educational methodologies used in initiative are cooperative vocational education, community classroom, and internships.

▶ Organization and Management

Financing

To improve the organization's financial condition and obtain income other than the base revenue limit, CCOC/P and Agency administration and staff have developed innovative financing options such as grants, fee-based education, and commercial lease of unimproved property.

Youth Development

Interpersonal Skill Development

Interpersonal relationship skills are integrated into employability objectives and stress critical aspects required for interactions with school staff, other students, business industry managers, and employers and their clients and customers, regardless of multi-cultural/ethnic backgrounds. Practice in these skills begins in the classroom and extends into the work site. The success quotient for accomplishment related to this objective is very high.

Workforce Development

Integrating Work and Learning

All CCOC/P courses integrate and reinforce aspects of the core academic skills or oral and written communication, mathematics, and reading. Academic skills are used in all classes in various ways. For example, measuring skills and fractions are reinforced in computer assisted drafting, cabinet making, construction, and interior design. Principles of trigonometry and algebra are taught in machining, digital computer repair, electronic robotics, and electric repairs. Basic math as well as science is taught in all health occupations and dental programs. Math and science are taught in heating and air conditioning. Biology is taught in landscape design. All business programs include written communications and reading.

Evidence of Success

CCOC/P courses had a 75 percent rate of retention/completion for the 1993-94 school year. Follow-up data indicated that 65 percent of completers had a positive placement outcome of either employment directly in the occupation for which they were trained, employment in a non-related occupation, pursuit of additional education, or military service.

Of the youth completing courses within this initiative, 72 percent obtained jobs and/or continued career preparation at advanced levels as compared to 49.8 percent of the youth enrolled in courses not employing these methodologies.

CITE of Rochester/Monroe County, NY

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Mission

The mission of ARBOR's Education and Training Division is to maximize the development of human potential in the workforce. The mission of the Center for Innovation, Training, and Education (CITE) of Rochester/Monroe County is to provide economically disadvantaged youth (ages 14-21) with an opportunity to identify, develop, and achieve vocational, academic, and employment goals.

Context

ARBOR, Inc. is a nationally recognized research, training, and consulting firm specializing in applying behavioral science research and technology to solving everyday problems of individuals, industry and government. It is a pioneer in the arena of employment and training, having started out with a demonstration grant from the federal government in 1968 -- one of the first private sector companies to enter the field. ARBOR's education and training programs are designed to generate personal and economic growth, leading to long-term self-sufficiency, and to maximize the personal potential of disadvantaged and at-risk youth and adults.

Community Setting/Population Served

CITE provides services for out-of-school youth (ages 16-21) in its year-round program and services for in- and out-of-school youth (ages 14-21) in its Summer Youth Employment Programs. The target population consists of economically disadvantaged high school drop-outs ages 14-21, residing in the city of Rochester or Monroe County. The youthful clients are treated with respect, as maturing young adults. They are referred to as "CITE Associates" in order to engender a sense of community, equality, and responsibility.

Description

The initiative's primary focus is to prepare those who have dropped out of high school to earn their GEDs and to enable them to ultimately attain self-sufficiency, either through immediate, meaningful employment, or through advanced education, to increase their employability potential.

In-school youth in the summer program receive remediation, career exploration, and meaningful work experience, within a curriculum that motivates the youth to remain in school and to appreciate the learning process.

The year-round program provides GED recipients with preparation for taking the college entrance exam (SAT), facilitates financial aid consideration through the Higher Education Opportunity Program, and arranges for extensive tutoring and mentoring after enrollment in college or technical school.

Organization and Management

Staff Selection

Applicants are selected based on their educational philosophies, issues of cultural diversity, prior experience with at-risk youth, demonstrated customer focus, their ability to be flexible to meet the changing needs of employers and associates, and accountability. While final selection of staff is the responsibility of the Program Director, input and recommendations from senior staff and associates (participants) are given a significant amount of weight in the employee selection process. New staff must demonstrate a satisfactory appreciation of the affects of poverty, drugs, racism, sexism, and violence in respect to academic and vocational development, group dynamics, and varied teaching methodologies; the power of positive thinking; and values clarification as a means to assist associates' progress through the attainment of goals.

Youth Development

Involvement of family or significant other(s)

Parents and significant others are encouraged to be involved with CITE associates as they progress through the program and beyond. It is an unfortunate reality that few of the associates come from stable working families. To the extent possible CITE encourages parents to volunteer and attempts to involve parents with the process, but the program has had a low response rate given that few of the parents have regular contact with their children. Most of the associates in the program come from homeless shelters and foster care residences. In these cases, it is important to identify their significant other(s). The majority are in situations whereby it is necessary for staff to be in constant contact with case managers, probation officers, judges, and pre-trial diversion counselors. Some are detained by the courts or are outpatients in drug treatment programs and others may need to take a leave of absence for in-treatment programs. In these cases, staff will work with the significant others to send homework to jails and drug treatment programs. Significant others can also include representatives from the schools that direct associates to CITE. In these cases, staff must contact school counselors to determine why the student left school in order not to make the same mistake(s). Over the last few years, CITE has developed criteria for a most esteemed family support award — the "We Are Family" Award given to associates who develop their family relationships despite great odds.

Workforce Development

Career Awareness

The Career Awareness and Labor Market Information phase of the year-round programs exposes associates to six career clusters, all of which include occupations projected to be in demand in the Monroe County area. These include health services, clerical office skills, social services, food preparation, material building, and maintenance services. Following this exposure, associates receives individual counseling and guidance to assist them in refining their focus to one or two of these clusters. This process ultimately forms the foundations for referral to a specific job to advanced education or training.

Evidence of Success

During the past three years, over two out of three CITE Associates have gotten GEDs; about 3 in 4 have gotten meaningful jobs; and nearly half have gone on to four-year colleges, two-year colleges, or technical schools. Of those going on to college, virtually all have received scholarships or grants.

Actual outcomes for program year 1996, compared to contractual goals, included 100 percent enrollment, 150 percent earned GEDs, and 116 percent job placements. In addition, Arbor incorporates customer satisfaction measurement internally into its employment and training programs. Their customer groups include participants, employers, funding sources and the community. On a five point scale, they were rated 4-5 in all areas by the Private Industry Councils of the City of Rochester and Monroe County.

Communities and Schools for Career Success (CS²)

Corporation for Business, Work and Learning
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Mission

The mission of CS² is to reshape the relationships between schools and their communities and connect student learning and experience more directly to the world of work and the broader community. The initiative works to create a coherent sequence of experiences to help young people make successful transitions to adult life and adult responsibilities, including further education, training, and employment.

Context

Communities and Schools for Career Success (CS²) is designed and managed by the Corporation for Business, Work, and Learning's (CBWL) Center for Youth Development and Education (CYDE). CBWL is a development, demonstration, and technical assistance organization, which through a variety of programs and services 1) educates, trains, and motivates individuals to maximize their productive potential in the workplace; 2) designs, tests, and disseminates new approaches to workforce and economic development; and 3) promotes economic growth. CS² began in four Massachusetts communities and two more were added in 1996.

Community Setting/Population Served

CS² was designed to serve primarily middle school and high school students. However, because optimal development of students is inextricably connected to the active involvement of families and extended support networks, CS² seeks in a broader sense to serve entire school districts and their sending communities. At the end of 1996, CS² initiatives activities involved a total of 24,967 students, attending 30 middle and high schools in the six participating communities.

Description

CS² takes a system approach to youth development, focusing on three content realms: career development, curriculum and instructional reform, and social services and enrichment programming. One of the fundamental premises underlying CS²'s work is that the issues impacting on youth development are complex and interrelated. Improving services for youth must therefore be an interrelated, community-building effort. CS² works to forge both formal and informal ties that advocate for and better support young people, fusing and integrating important agendas of education reform, school-to-work, and youth development at local and state levels.

A key innovation of CS² is the deployment in each community of a small team of change agents, known as "School-Community Entrepreneurs," to organize, facilitate, and support important reform initiatives at the school district levels. Consisting of two or three entrepreneurs at the middle and high school levels and one at the school district and community level, CS² teams work closely with broad-based community partnerships, made up of representatives from major stakeholding groups in the community, for example students, parents, school staff, businesses, and representatives from post-secondary and cultural institutions, government, and community-based organizations.

The activities of the teams vary, with each CS² partnership setting its own specific objectives, strategies, and overall work plan. These partnerships currently include over 285 leaders, including representatives from 127 private companies, 14 institutions of higher learning, and 43 community-based organizations. Each partnership has a governing board or steering committee. On a day-to-day basis, the respective entrepreneur teams are managed by a lead agency and generally report to a senior school district or private industry council staff person. Initiatives developed by the CS^2 partnerships range from linking teachers and employers, or teachers designing inter-disciplinary project-based learning, to a large-scale homework support and parent involvement program (Brockton After-School), career pathways in four communities, and a "Providers Network," of youth-serving COBs in Springfield.

Organization and Management

Grassroots Influence on State Policy

Work in the CS^2 communities often has served as a laboratory for designing and piloting innovative approaches; CYDE has built on this experience to bring new insights to state-level policy and program development. For example, drawing upon the lessons learned from work in CS^2 communities over the last three years, CYDE has informed state school-to-work policy and program development, most recently in the articulation of basic principles in developing career pathways. In collaboration with the Massachusetts Office of School to Work Transition, CYDE produced practical documents including a reference guide to school-to-work policy and legislation, a practitioner's manual—*Integrating School-to-Work with Massachusetts Education Reform*—and a set of guidelines for the design of career majors in school-to-work programs.

Youth Development

Age-and-Stage Appropriate Approaches

The CS^2 initiative is especially directed at youth in middle and high school; yet while specific programs in each community vary, all are designed to meet the needs of youth at particular ages, maturity levels and readiness. For example, the programmatic approaches taken in the CS^2 middle schools—much active learning, project based activities, community service learning, and so on—differ from approaches taken in the high schools. A CS^2 high school, for example, might offer career awareness and exploration for 9th graders through curriculum units and job shadow opportunities. For older high school students, there are often opportunities for real work experience like apprenticeships, internships, or integrated work and learning summer programs.

Workforce Development

Multiple Assessment Tools

Each CS^2 partnership takes its own approach to documenting specific workforce development attainments of youth. What is consistent across the CS^2 schools is the incorporation of SCANS into activities and assessments and the use of the NOICC Career Development Competencies as indicators of appropriate developmental attainments. Documentation varies across sites, but generally includes career portfolios, journals and other types of student-reflection, employer rating sheets, and teacher assessments.

Evidence of Success

Among the results for the most current year are the following. There has been a 90 percent increase in student participation in key CS^2 activities between 1995-96 to the first six months of 1996-1997. Career-related activities are among the key activities, and there has been a 75 percent increase in student participation in these activities over a two-year period, with substantial growth in the number of students involved in on-going, workplace-related experiences such as internships, job shadowing opportunities, and classes in which partners have helped to shape the curriculum.

Community Youth Corps

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Youth Development
Evidence of Success
Workforce Development
Quality Management
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Mission

The specific mission of the initiative is to provide personalized services for meaningful alternatives to at-risk youth in the areas of: a) educational needs including preparation for their General Educational Development (GED); b) employability skills necessary to enter the workforce including instruction on work ethics and job retention techniques; c) personal development and life skills training; and d) placement in unsubsidized and meaningful employment.

Context

The Southeast Los Angeles County Private Industry Council (SELACO PIC) provides educational programs and training for adults and youth who are economically disadvantaged and/or unemployed. The PIC provides services to the "most-in-need" populations such as high school dropouts, the disabled, veterans, ex-offenders, welfare recipients and limited English-speaking as well as dislocated or laid off workers affected by downsizing or plant closures. For the past seven years, the PIC has exceeded the State-mandated performance standards in the 90-day job retention and 90-day follow-up earnings rate for the adult and welfare population, as well as the youth entered employment rate and youth employability enhancement criteria.

Community Setting/Population Served

Youth served by the Community Youth Corps are between the ages of 16-21, considered "at-risk," have dropped out of high school and face multiple barriers to employment and successful futures. A majority of the target population are Hispanic (60%) with the remainder comprised of non-Hispanic African-Americans (20%), Caucasian (15%), and Asian (5%) youth. Within the target group, 85 percent are gang members, 64 percent are parenting/pregnant teens, 27 percent are ex-offenders, and 45 percent are substance abusers.

Description

Community Youth Corps is a six-month program, with activities organized into five components.

***GED Preparation and/or Basic Skills Enhancement; Workplace Literacy Instruction*:** As needed, Corpsmembers participate in 16 hours of mandatory education per week during the program in an effort to earn their GEDs or high school equivalency tests.

Maturity Skills Training: The Youth Corps offers young people the opportunity to participate in career exploration through exposure to various fields of work experience.

***Employability and Life Skills Training*:** This component includes interpersonal skills required for success on the job.

***Instruction on Job Search and Job Retention Techniques*:** Topics include resume writing, interviewing skills, development of letters of applications, use of the telephone to arrange for an interview, completing application forms and employment tests, demonstrating appropriate appearance, understanding employer expectations, demonstrating time management, following directions, practiced effective human relations, et cetera.

***Placement*:** Corpsmembers are actively involved in the job placement activities.

Organization and Management

Staff Trained in Quality Management

As part of the Department of Labor's Simply Better system, several SELACO PIC staff were trained by an independent consulting group on how to conduct surveys and focus groups as well as learning how to train others to do the same. Additionally, two staff members were recently trained by the Enterprise Quality Academy under the Department of Labor in the Malcolm Baldridge Quality Award criteria. The categories of the award include: leadership, strategic planning, customer and market focus, information and analysis, human resource development and management, process management, and business results. These staff members have been designated trainers and will be conducting in-service training to SELACO PIC staff and seminars to other organizations around the country.

Youth Development

Cultural Awareness

Believing that cultural diversity is the strength of the community, cultural and ethnic awareness is promoted in various ways. First and foremost, ethnic studies is part of the regular core curriculum. This includes a history survey of ethnic groups in California history and highlights Hispanic, Black American, and Asian groups. Corpsmembers share daily cultural experiences among themselves providing a clear understanding of philosophical perspectives. For example, from mid-September through mid-October, the Hispanic heritage is featured. Students study contributions of Hispanics within the history of California through lecture, videos, various reading materials, and through the biographies of selected individuals of Hispanic heritage.

Workforce Development

Long-term Support

Support and follow-up is provided to the Corpsmembers in several ways: in continuous career counseling and exploration; in academic studies from the Youth Corps teachers; and in job placement. Corpsmembers are assured of staff commitment to their future goals regardless of their program outcome. Corpsmembers know that if at any time after graduation they wish to review or evaluate their career goals or seek job development and placement, services are available to them.

Evidence of Success

- Forty-seven (47) percent earned their GED certification and successfully passed the Youth Employment Competencies.

- Fifty-three (53) percent increased their basic skill levels in math and reading by a minimum of 2 grade levels and successfully passed the Youth Employment Competencies.

- Sixty-seven (67) percent were placed in full-time (minimum of 35 hours) unsubsidized employment with an average entry wage of $6.38 per hour. It should be noted that Corpsmembers lacked significant employment history prior to enrollment at the Youth Corps.

David L. Carrasco Job Corps Center

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Youth Development
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Mission

The Job Corps program is a complex, interrelated set of activities and functions that operates as an integrated and coordinated system to turn out a finished product — the trained student who is prepared for the challenges of the industrialized society of today and tomorrow.

Context

The David L. Carrasco Job Corps Center (formerly the El Paso Job Corps Center) came into being in 1970 after city officials and civic leaders visited the Secretary of Labor in Washington, D.C., and secured a commitment of support for a local program. Unlike most Job Corps Centers, which recruited on a regional, and even national, basis, the concept for the El Paso Center was that it would serve the needs of El Paso disadvantaged youth almost exclusively.

Community Setting/Population Served

Students between the ages of 16 and 24 years old, who have not completed their high school education, are permitted to enroll at the Center. Students, who are predominately Hispanic, and should be capable of benefiting from the educational program and vocational instruction available to them at the Center.

Description

The David L. Carrasco Job Corps Center operates as a comprehensive residential and non-residential co-educational training program. The Center's training program includes vocational training, a school-to-work program, work experience, academic education, vocational and personal counseling, employability training, health education, driver education, preparation for the General Educational Development (GED) certificate and the Adult Performance Level (APL) high school diploma, and job placement assistance. Residential support, including recreation/avocation activities, comprehensive health and dental care, food and clothing, and other support services, also is provided.

▶ Organization and Management

Communication

Open channels of communication between administrators and line staff are clearly evident at the Center and are strongly conducive to employee morale. Three examples of such communication channels are the "Dial the Directors" daily telephone message which all staff and students can receive by dialing extension 288 in the Center intercom telephone system; the two electronic message boards in the main Center courtyard which carry daily information relevant to staff and student activities; and publication of the Center's ACTIVITY SHEET which details the events of the day. This publication is distributed daily to all staff members and students.

▶ Youth Development

Multi-cultural Awareness

The multi-cultural background of the students at the Carrasco Center creates an ideal environment for an Intergroup Relations program. The Center implements the Intergroup Relations program as part of the entire Job Corps offering. The program begins during the two-week Orientation/Occupational Exploration Program period and continues into the academic education process. The final element of the program is an on-going event with a series of activities that staff and students participate in to raise the cultural consciousness of the entire Center. Because the population of the Carrasco Center is predominantly Hispanic, much of the information provided in Phase I of the Intergroup Relations program revolves around understanding the Hispanic culture as it immigrates and assimilates into the United States. This phase also includes the need to understand all races and cultures that are represented at the Center by staff and students, and it addresses the intergroup dynamics that the students will encounter in the community of El Paso and in future working environments.

Workforce Development

Community Relations Council

The Center capitalizes on its exceptionally active Community Relations Council composed of representatives from the El Paso business, educational, governmental agency, and industrial communities. The Council convenes on-Center for a luncheon meeting each month, from January through October. One of the regular activities at these meetings is the distribution of letters for employers who have hired Job Corps students in which a questionnaire is enclosed soliciting follow-up information about these students. Members of the Community Relations Council hand deliver these letters and then return the completed questionnaires to the Center Director, who shares the responses with the Director of Vocational Training, the Counseling and Placement Activities Supervisor, and the appropriate Vocational Training instructor. Other staff members, particularly the Director of Academic Education and Academic Education instructors, receive copies of the questionnaires if their content so warrants.

Evidence of Success

The Job Corps National Office uses the Outcome Measurement System (OMS) to determine the overall performance of Job Corps Centers. The OMS ratings are produced monthly and are based on the Center's terminations for the current month. The Carrasco Center has been successful in exceeding the national standards on a continuous basis, enabling it to remain ranked by Job Corps as "number one" in the nation.

Performance Factors	National Standard	Center Performance
GED completions	38.4%	75.6%
Vocational Completions	45.0%	75.3%
Terminee Placements	70.0%	89.0%
Job-Training Match Placements	50.0%	62.4%

F.E.G.S. Education & Career Services

Federation Employment and Guidance Service
F.E.G.S. School-to-Careers
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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '97

Mission

The School-to-Work (STW) Initiative aims to provide systemic change in education. It makes education meaningful in the context of real life while developing an appropriately educated and qualified workforce.

Context

Federation Employment and Guidance Service (F.E.G.S.), established in 1934, is a large comprehensive voluntary, not-for-profit human service organization. Since its founding, FEGS and its affiliated organizations have served more than two million people. The FEGS Education & Career Services division has a varied portfolio of programming to provide support to students, school staff, and school systems.

Community Setting/Population Served

FEGS STW works throughout the Bronx and Rockaway communities of New York City. The city-wide FEGS Youth Employment Unit (YEU) serves over 100 out-of-school youth and young adults throughout a year-long program. At least 60 percent of the population each year are public assistance recipients and 75 percent read below the 8th grade level at the time of admission. All applicants must be out-of school, between the ages of 16 and 24, reside in New York City, and be income eligible according to JTPA guidelines.

Description

Some programs, such as the Youth Employment Unit (YEU), provide direct support to specific populations of students. Other programs, such as School-to-Work (STW) are developed to effect system wide changes through the use of educational incentives. All programming, however, stresses the connection between school and career and making learning relevant and accessible.

Organization and Management

Case Management

In the programs that provide direct services to youth, FEGS utilizes a holistic, comprehensive case management model to provide students with the necessary support to identify existing barriers that discourage school attendance and academic success. Case management services are tailored to each students' unique needs. In this way students can explore in depth those issues which impede their progress. An underlying theme of case management is the improvement of the students self-esteem and self-confidence. Case managers provide support, motivation, intervention, references and other appropriate services. In addition, case managers meet with groups of students, using peer interaction as one means of providing support for improving school and class attendance. Group sessions include both personal adjustment topics as well as vocational/career issues. Through the FEGS case management model, students and/or their families are directed to appropriate in-school and non-school resources for assistance with a variety of social service, health-related problems and issues.

Youth Development

Parent Involvement

Parents play an essential part in their children's performance at school and in motivating them to complete their education. FEGS has designed and implemented a Parent Resource Center and is about to open a second. These centers are school-based and provide a variety of services including: personal counseling, crisis intervention, job training and referral resources, and parent-child counseling support. The Center also offers workshops on various topics which aim at enhancing parenting skills and growth. For participants and their families who would benefit from mental health services, referrals are available to the agency's mental health services, as well as to other providers.

Workforce Development

Career Exploration

In all FEGS Educational Services programs, a major focus has been placed on career assessment, development, and exploration activities. These provide participants with a total overview of career areas in which they have expressed interest and in which they show high aptitude. Job shadowing, industry visits, career mentoring, internships, and speakers bureaus provide youngsters with hands-on experience and information about the skills and education needed for their career area of high interest. Participants who have selected career majors and who are enrolled in specific career houses are provided with extensive work simulation and counseling on a variety of career options to make them aware of their multiple transferable skills and aptitudes. College workshops are conducted to provide direction for students as they select schools best suited for them taking their long term career goals into consideration.

Evidence of Success

Eighty percent of the participants remained employed in training-related occupations which pay salaries above the negotiated wage. Half of the participants enrolled in the program have attained a GED or a high school diploma, with one-quarter enrolled in college. Seventy-five percent of the participants passed benchmark competencies in required basic skills areas and pre-employment competencies. Records show that many clients who did not meet mandated program guidelines are still trying to meet the goals they set for themselves during the program. They return for GED tutorial support and testing referrals, job referrals, training brush-ups and, most importantly, they continually work to resolve the personal issues which impacted on their completing all of the program outcomes successfully.

Summer Works!
School-based, Work-based & Service-learning

Employers' Training Resource (JTPA)
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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '97

Mission

The mission statement for Career Resource Division is "Meaningful work, not make work." As a team, they concluded early on (in the strategic planning phase) that adolescents thrive on authentic work and are de-motivated by repetitive tasks that are perceived to be specially designed for "temporary" summer hires.

Context

Kern High School District - Career Resource Division has provided youth and adult job training opportunities for 25 years. Employers' Training Resource, funded and legislated by JTPA, is the administrative agency and Kern High School District is the service provider. In 1993, the focus of the youth programs underwent a radical change.

Beginning in the spring 1994, 11 simulated businesses were developed under the title "Summer Jobs: Work-based Learning." Each project featured 12-15 youth under the direction of one project manager, with a grand total of 165 youth involved. The common operational base for all projects was that each involved the youth employees in: budgeting, planning, research, implementation and quality control (evaluation), with youth responsible for developing products or projects. Additionally, a service-to-community component was built into the format.

Community Setting/Population Served

All applicants primarily meet JTPA income eligibility criteria. After eligibility is established, youth complete a selection worksheet, indicating top three job placement choices. A committee of school site and JTPA personnel meets, in teams, to match youth to areas of interest. The district division policy is to ensure that all income eligible youth, ages 14-21 years old, have "equal access" to work.

Description

The Career Resource Division organizes its projects into three categories: work-based learning offers industry, on-site training; school-based learning/enterprises have simulated businesses operating on school sites; and service-based learning are team projects providing a genuine community service. The projects follow the same guidelines established in 1994: a small group of employees, under the direction of a project manager (who serves as coach and/or facilitator), plans and implements individual or team projects or produces tangible products with the involvement of local businesses or community groups.

▶ Organization and Management

Simulated Business Environment

Simulating today's business environment (coupled with a coach and team approach) established a learning environment that better prepares youth to work. For example, New Horizons Travel Consultants operated in a high school classroom with a reception desk, several customer areas, travel posters, and a registration computer center. Providing "real work" projects also promoted team building. The biggest challenge for the traditional teacher was to coach and not to lead. Assigning youth business titles such as president, account clerk, operational manager, or personnel manager, gave youth the opportunity to see themselves as valuable. Many projects developed business cards and letterhead. As California's economy is providing decreasing job opportunities for youth under aged 18, it was imperative to structure the work experience in this manner.

Youth Development

Cultural/Ethnic awareness

Many of the projects incorporate activities that help the participants learn about other cultures. "Researching Unknown America" produces curriculum and games focusing on minorities who were instrumental, but often are overlooked in our history books. This curriculum is currently being used at South High School. "Bilingual Publishers" employees interviewed farm workers and worked in the fields with them (for a couple of days) to gain insight about their culture. "Puppeteer & TA, Inc." produced puppets of diverse ethnic backgrounds and produced puppet shows promoting tolerance. "The Write Way!" employees, as journalists, visited the Museum of Tolerance and then produced nationally award winning newspapers. "ABC Reading Machine" employees were special education students who taught ESL adults and youth to read. This year, two "Leadership Institutes" are operating in a Targeted Employment Area. These projects target African-American youth who will be mentored by local elected officials. The youth will host several neighborhood forums and events. The students will interview successful minorities and publish a booklet or magazine titled "Success!". The magazine will be donated to local schools so that others can learn about successful, local community business and civic leaders who happen to be members of a minority group.

Workforce Development

Business Involvement

Last summer, over 800 businesses interacted with the projects. The business partners provided tours or regularly visited in the learning labs to demonstrate "how to" or evaluate progress. Employers provided on-site work experience for some of the projects and donated expendable supplies. Employers also provided "real work projects".

Evidence of Success

No formal evaluation at this time. However, when the work-based learning components were piloted, they were compared with the general JTPA summer youth population of 2,500 regarding attendance, productivity, and learning gains. It was dramatically revealed that absenteeism was rare, with many participants volunteering and working beyond the regularly scheduled hours. The project managers reported positive results from having youth concentrate on specific subjects and learning for an entire day versus one hour per day.

Work Appreciation for Youth (WAY)

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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '97

Mission

The WAY program is specifically designed to help youngsters at highest risk to value education and to acquire good work habits, appropriate attitudes towards work, and job-related skills, so they may become self-sufficient and productive members of their communities.

Context

The Children's Village serves the most troubled youth and families in our society— children who have been removed from their families and placed at the Village because of serious emotional or behavioral problems and because they have been abused, neglected or maltreated by their families. In 1984, with support from private donors, the Village developed its Work Appreciation for Youth (WAY) program, a youth development and youth employment program for boys in the Residential Treatment Center (RTC). (There are no girls in the RTC.)

Community Setting/Population Served

The vast majority of young adults have been referred through New York City's or Westchester County's child welfare, mental health and juvenile justice systems. The ethnic composition of WAY mirrors that of the Village itself—most are African-American (62%), some are Latino (19%), and fewer are white (15%) or biracial (4%). Boys who participate in Levels I through IV on the campus range in age from 7 to 17; WAY Scholars from the campus program range in age from 13 to 21.

Description

The residential WAY program has "undergraduate" and "graduate" components. The undergraduate component is comprised of four levels of work experience through which youngsters residing at the campus RTC may progress. Level I, in which all boys on campus must participate, requires them to perform certain unpaid chores in their cottages—they must make their beds daily, keep their closets and rooms tidy, etc. The basic message communicated at this level is that everyone helps out at home, and that voluntarily helping others has its own rewards. It is at this level that children learn about the self-satisfaction that comes with completion of a task and it is here the seeds of self-motivation are sown.

After a specified time period, boys who are performing these tasks well may enter Level II paid jobs around the cottage or in their immediate campus "neighborhood." Boys must apply for defined Level II jobs for which they are paid from $.55 to $.90 per hour. Youngsters at this level also are encouraged to do community service projects.

Boys who wish Level II jobs must apply through the WAY Employment Office—they must fill out an application, have an interview, and provide references. Level III work sites are all on campus—at the greenhouse, the computer lab, Village store, snack bar, wood shop, infirmary, and newspaper. Boys are paid between $1 and $4 per hour for work at these sites, have regular work hours, and receive evaluations from work site supervisors every six weeks. Once a young man has proven himself capable of performing Level III jobs, he may apply for a Level IV position—a part-time job in the local community or volunteer/internships at community businesses. Youngsters who have reached Levels III or IV may apply for WAY Scholarship, the graduate component of the program. WAY Scholarship provides intensive counseling as well as matching funds for post-high school education or job training and continues for five years, generally long after youngsters are discharged from the Village. While they reside on campus, WAY Scholars work at Level III or Level IV jobs and when they leave, counselors guide them in obtaining part-time work while they attend school, or full time jobs after they have completed their education.

Organization and Management

Staff Integration for Holistic Treatment of Young People

WAY is not an isolated or fragmented employment service, rather it is part and parcel of the therapeutic milieu at the Village. While a youngster resides on campus, work site supervisors, WAY counselors, and program directors of Levels III and IV and of Scholarship work with cottage staff, social workers, and recreational staff, psychologists and psychiatrists to coordinate all aspects of treatment—goal setting, discharge planning, educational support, and family relationships. Careful attention is given to how a particular work experience fits with each child's overall treatment plan and level of functioning.

Youth Development

Individualized, Age-and-Stage Appropriate Programming

WAY is designed to accommodate differences in ages, capability, and development by offering sequenced program, where youth move from level to level when they are ready and able. Periodic performance evaluations on the work sites and in the cottages, assessments by counselors and other Children's Village staff, and the youth's own interests determine whether he can move up the WAY ladder. Participation in WAY Scholarship is a competitive process; youngsters must meet specific criteria and be deemed ready to take on the responsibilities and obligations of the program. Selection as a WAY scholar is presented to youngsters as an honor and celebrated at an annual dinner.

Workforce Development

Real World Work Atmosphere

Youngsters must earn and deserve the job and the financial rewards associated with that job. No one is "entitled" to a job at the Village; jobs must be deserved, and the best jobs sometimes require a youngster to make a personal investment—of time, and in the case of the computer lab, small fees for instruction. WAY staff believe that these aspects of the program more realistically reflect employment in the "real world" and therefore better prepare youth for entry into that world.

Evidence of Success

Research findings thus far suggest that the boys who completed five years of the Scholarship program had significantly higher high school graduation or GED completion rates than did the comparison cohorts. Almost 68 percent of the boys in Scholarship cohorts one through six completed high school, whereas only an estimated 46 percent of the six comparison cohorts completed high school.

Of the WAY Scholars in the first six cohorts who completed high school, 57 percent went on to obtain some college or post-secondary job training. Only 38 percent of the high school or GED completers in the comparison groups continued their education or job training.

Youth Connections of Southeast Minnesota

Southeast Minnesota Private Industry Council
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Mission

The overall mission of Southeast Minnesota Private Industry Council (SEMNPIC) is "To employ all available human and fiscal resources to assist disadvantaged people in becoming economically independent." Within this broad mission statement, Youth Connections has further defined its mission: "To assist young people in becoming life-long learners, making successful transitions into adulthood and the workplace."

Context

Youth Connections is part of SEMNPIC, providing employment and training services to youth and adults in the ten southeastern counties of Minnesota. The agency has a history of innovation and recognition at the state and national level.

Community Setting/Population Served

Participants in the Youth Connections initiative range in age from 13-21 years old and meet JTPA eligibility. Youth Connections is proactive in having their enrollment representative of all youth populations in the 10-county area. Most of the youth will possess one or more of the following characteristics: low-income, welfare recipient, handicapped, non-traditional learner, chemical/physical abuse, homeless/runaway, offender, foster child, teen parent. Youth selected for the program possess the potential to become self sufficient—able to live independently and hold a job—but due to circumstances, do not possess the vehicle for developing the skills which enable successful transition to adulthood and the workplace.

Description

Youth Connections is comprised of some 14 components, including Rochester Off-Campus, an alternative high school; Computer Class 2000, where youth learn to assemble and use a computer with an integrated software package; and The Bike Shop Project, where youth refurbish bikes, learn bike safety, and attend summer school. The number of youth served annually varies by component. Some serve as many as 100-300 youth, while other components serve 10-30 annually.

▶ Organization and Management

Staff Development

Staff development plays an important part in the Youth Connections initiative. Individual needs are identified during annual performance evaluations and are arrived at jointly by the employee and supervisor. These needs are then addressed via three avenues: in-service education, educational assistance, and state-wide professional training.

▶ Youth Development

Adult-Youth Relationships

Staff relationships with youth are based on a formally incorporated practice of mutual respect. Youth entering Youth Connections programs are offered a "clean slate," allowing them to start working with the professional staff without any "baggage" or labels. Staff work from a perspective that earning the respect and trust of youth on an individual basis is a mutual process. Youth are perceptive and immediately sense pre-judgments and attitudes. By making this a formal part of its process, Youth Connections is able to retain most of the youth with whom they work.

Workforce Development

Business Linkages

Employer linkages are a basic part of the operation. At the policy level, the board of directors consists of 50 percent representation from private sector employers. At the planning level, the SEMNPIC has developed a strong marketing/job development function that supports Youth Connections. This effort provides information based on personal contact with over 600 employers annually. An annual "Labor Market Survey" provides the Youth Connections with key information on employer perceptions, interests, and needs. Staff pull information from this survey to show the relevance for skill development.

Evidence of Success

In order to determine the projected rate of return on the investment of Youth Connections funding, the initiative currently uses a model developed through their partnership with IBM which calculates the return on investment for their federal (JTPA) funding. This past fiscal year's return on investment was over 300 percent. This means that for every $1 Youth Connections spent on youth services, the youth returned over $3.00 in payroll taxes and reduced use of welfare programs.

YouthBuild McLean County

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Bloomington, IL 61701
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Mission

It is YouthBuild's mission to offer young people a once-in-a-lifetime opportunity to build their futures and their communities through education, leadership development, job training, and the rehabilitation and production of affordable housing, while keeping a profound respect for and a commitment to real partnership with youth.

Context

YouthBuild McLean County began through a grant for the Department of Housing and Urban Development offered in 1993. In 1996 YouthBuild incorporated and became a stand alone 501(c)3 organization separate from the Housing Authority and has continued to help troubled youth reach their potential ever since.

Community Setting/Population Served

Youth age 16-24, who have dropped out of or are not attending school, are accepted from throughout McLean County, which includes the urban areas of Bloomington and Normal and the surrounding rural areas.

Description

Young people who meet the qualifications are invited to a two-week Mental Toughness boot camp where they are challenged both physically and mentally. From an original group of about fifty, twenty young people are selected to participate in the YouthBuild McLean County program. These youth are selected based upon the motivation and initiative they show while in Mental Toughness. YouthBuild is a 35 hour per week, year-long program in which young people spend 50 percent of their time in a classroom and 50 percent of the time on a job site learning the skills necessary to build homes which are then sold to low-income families in the community. Leadership Development, the third component of the program, is integrated throughout every aspect of the program. YouthBuild McLean County is a comprehensive program that includes job training, education, leadership development, youth development, and community development.

▶ Organization and Management

Collaboration

YouthBuild McLean County has formal ties with several local agencies. The City of Bloomington's Community Development Division donates land to YouthBuild on which to build as well as zero interest loans to purchase building materials. They also donate any proceeds from the houses back to the program. Illinois State University, Department of Social Work collaborates and does the evaluation of the program at no charge. Illinois State University, Department of Vocational Technology provides YouthBuild with construction management interns to help with instruction on the job site.

▶ Youth Development

Youth Policy Committee

The young people wield real and legitimate power through the Youth Policy Committee, composed of seven youth elected by their peers. The main role of the Policy Committee is:

1. To reach the best possible decisions for the benefit of other young people in the program, the program as a whole, the community, and as appropriate, for the city, state, and country.
2. To become the best possible leaders, able to make good decisions, communicate ideas well, take responsibility to improve every situation you are in, and help others develop.
3. To be good role models for other young people and to build the credibility of the Committee. The Committee is

judged by how they treat others; how responsible they are; how consistent is their behavior with their rhetoric and leadership role.
4. To help build unity in the program: do not report out negativity, maintain confidentiality, bring people together as needed.
5. To support the development of other leaders.
6. To be accountable to the rest of the young people; report back to them, get their ideas, involve them, think how things affect them.
7. To hold the director accountable, and keep the director informed of what is going on and what issues needed addressed. To make sure the director makes good decisions.

The responsibilities of the Policy Committee are:
1. Hiring of staff in cooperation with the director.
2. Recommending improvements in the program management and service.
3. Consultation on program design and change.
4. Budge review and decision making.
5. Intervention on personnel problems; both staff and youth.
6. Input on staff evaluations.
7. Disciplinary issues with youth.
8. Consultation on firing of staff.
9. Planning outings and events.
10. Overall decision making affecting all aspects of program.

Workforce Development

Links to the Community

Community awareness significantly contributes to the effectiveness of the workforce development practices in this initiative. The implementation of this program involves many businesses, agencies, and governmental bodies. Once these people see the homes that the young people have built, and have a chance to speak with them, they are very impressed with where these young people have come from, and the obstacles they are overcoming. Many of the trainees have had internships and job offers from the people they have met and spoken with. YouthBuild also receives phone calls from individuals in the community who have heard of the program and have jobs available for which they would like the young people to apply. As the community becomes more aware, the job prospects for the participants become more plentiful.

Evidence of Success

- Sixty-seven percent of graduates obtained their GED.
- Ninety-four percent of graduates' wages average $8.92 per hour, most with benefits.
- Three young people attend college, while working.
- Seventy-five percent of young people were able to pass a drug test.
- Only one graduate has reentered the legal system.

YouthBuild Philadelphia Charter School (Philadelphia Youth For Change Charter School)

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Philadelphia, PA 19147
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ssidhu@youthbuildphilly.org

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '97

Mission

YouthBuild Philadelphia's primary focus is on enabling economically disadvantaged youth to obtain the skills necessary to achieve economic self-sufficiency and provide leadership to their community, by completing their high school education and learning job skills through the rehabilitation of low-income housing.

Context

As a job training and academic program, YouthBuild Philadelphia involves young adults who dropped out of high school in rebuilding abandoned houses. In the process they learn important job skills and work toward a high school diploma. Participants spend 50 percent of their time at the construction sites and the other half in classrooms, where they are offered individualized academic attention, life skills counseling, and opportunities for community service.

Community Setting/Population Served

YouthBuild Philadelphia serves young adults between the ages of 18 and 21 who have dropped out of high school, and are either low- or very low-income.

Description

There are several components to the program design: 1) Educational component, 2) On-the-job training, 3) Service Learning, 4) Leadership development, and 5) Career Counseling and Placement.

▶ Organization and Management

Staff Development Plans

The organization is structured so that staff are members of teams. These include the academic team, construction training team, counseling team, and program management team. Teams meet on a weekly basis for staff development and planning. The program is located at several sites throughout the city. Each site has a complement of staff representing all of the teams. This site staff provides consistent adult relationships for the youth in their cohort. Site cohorts form the primary working groups for the training as well as for the inter-team skill sharing.

▶ Youth Development

Support Services

At YouthBuild Philadelphia, participants are offered an extensive Supportive Services program which is characterized by the themes of high standards, trust, and commitment to participant success. Throughout the year, counselors provide workshops and one-on-one counseling to assist students in managing the many issues they face, from family conflict, to abusive relationships, to substance abuse, to parenting problems. They also assist participants with issues related to job readiness, strengthening life skills, and developing a personalized "Life Management Plan" for the year. Counseling staff have developed an extensive referral network with community-based agencies who are available to provide health and other supportive services as needed.

Workforce Development

Links to Education

YouthBuild has a strong partnership with the school district of Philadelphia and is thus able to offer members a chance to earn their high school diploma, not GEDs. Because the program is comprehensive and thorough, YouthBuild has been able to reduce the gap between what students learn and what employers need, and can ensure that program graduates will have access to college and continuing education that is more than equal to that of graduates from public schools. Trainees and graduates are assisted with the college application and financial aid process. Once they are admitted, YouthBuild provides on-going support to help them deal with the transition to these challenging environments.

Evidence of Success

In five years of operation YouthBuild Philadelphia has produced some impressive results: over 200 young adults have graduated from the program with an average attendance rate of 90%. Ninety percent of all who completed earned their high school diploma. The graduates have consistently moved on to successful careers and lives: more than 90% of 1995, 1996 and 1997 graduates are now in full-time employment or enrolled in college. This September another 150 adults were enrolled in the program, in June another 68 young adults.

YouthBuild Rockford

Comprehensive Community Solutions
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Rockford, IL 61102
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Tel: (815) 963-6236 Fax: (815) 963-1002
E-Mail: kknodle@mindspring.com

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '97

Mission

The YouthBuild Rockford mission statement is to "provide a safe, secure and supportive environment for all socially and economically disadvantaged young adults" in which: a) there is a profound respect for their intelligence and decision making ability of young adults; b) resources are provided to reverse the impact of past experiences which have limited the achievement of their full potential; c) young adults are empowered spiritually and intellectually to make decisions and take responsibility for their lives, their families, and their communities; d) young adults learn about and take pride in their individual cultural background while simultaneously learning to respect and appreciate the many diverse cultures that make up our society; e) leadership development, education, and skills training are combined to prepare young adults to take advantage of existing economic opportunities, create new one, and further their education; and f) the importance of community service—compassion for and a genuine desire to help others—is a philosophy fostered in all young adults.

YouthBuild seeks not only to develop the capacity of young adults but also to act as a positive force for change in the larger community by: a) creating affordable housing for the homeless, and facilities serving various community needs; b) creating access to well-paying, long-term, meaningful jobs for young adults; c) pressing for expanded resources for low income communities and young people; d) providing and developing visible role models; and e) stabilizing and strengthening the economic fabric of local communities through fostering entrepreneurship and individual residential home ownership.

Context

The City of Rockford was awarded a grant for approximately $867,000 to operate this program, and Comprehensive Community Solutions was chosen as the lead agency for implementation.

Community Setting/Population Served

Trainees are recruited from the City of Rockford, with an emphasis on ten of the most economically distressed census tracts. Trainees range in age from 16-24, are not currently in school, and most are very low income.

Description

YouthBuild Rockford's approach to education and job training embodies several specific characteristics. Its *Core Curriculum* integrates the skills and competencies identified in the SCANS report and recognizes the wide variance in ability levels of YouthBuild trainees. The initiative's *Case Management Model* allows for 1) a variety of qualitative contacts with instructors, staff and guest speakers; 2) weekly review of progress toward attainment of competencies, goal achievement, and accountability; 3) a clearer understanding of trainees' strengths and weaknesses; and 4) maximum involvement by staff in reinforcing achievement. Its *Schedule* provides for a class day that parallels that of the public schools in length, but makes allowances for both group and individual study, punctuated with periods of recreation, independent study and self-directed activities. *Movement from a large group context to small groups to individual work* enables the initiative to emphasize appropriate progress toward self-sufficiency. Lastly, YouthBuild Rockford stresses *Coordination* with local educational partners, Building Trades Council, Bureau of Apprenticeship and Training, and with trainees themselves.

Organization and Management

Qualifications for Staff

The initiative has detailed qualification guidelines for its professional staff, from Executive Director to Job Developer, which facilitate the hiring of strong staff members who are appropriate to carry out the program's mission. The qualifications consistently underscore the high expectations that the program has for its staff and students, and the depth of the program's activities. For example, the description of Job Developer includes not only a bachelor's degree or equivalent experience and at least three years experience, but knowledge of the construction industry and major private and public employers in the area; strong interpersonal skills; excellent communication skills and ability to persuasively present program and trainees; ability to establish rapport and relate sensitively to a multi-racial and multi-cultural group of young people; and experience in planning and conducting training sessions or workshops.

Youth Development

Leadership Opportunities

The initiative offers many leadership opportunities. Trainees can participate in seminars, training and activities sponsored by National YouthBuild, including National Young Leader's Conference, and in other specialized training opportunities such as National Homebuilder's Seminar, State Apprenticeship Conferences, and Management Training by a local consultant. Trainees also are eligible for leadership jobs within the initiative itself. These include Crew Foremen, Tool Manager, Maintenance Foreman, and Administrative Assistant, and serving as Supervisors for community service projects such as Project Three Program, a neighborhood cleanup program done in collaboration with other local agencies.

Workforce Development

Strategic Job Placement Plan

Utilizing information from trainees' Individual Case Plans and local job market information, the initiative annually develops a "Strategic Job Placement Plan." Area jobs are broken into six major areas: Union Construction, Non-Union Construction, Construction-related, Human Service, Self-Employment, and Post-Graduate Education. Numbers of trainees interested in each area are identified, along with minimum entry requirements, and this forms the framework from which both job development and placement activities are initiated. Wherever possible, trainees are placed in internships with potential employers prior to graduation. Youth eligible and qualified for continued training or post-secondary education are provided information about enrolling in skilled trade apprenticeships, other vocational training, community colleges, and institution of higher education. Trainees and their case managers work together to identify appropriate institutions, based upon the student's job plan. YouthBuild realizes that not all trainees will pursue post-GED education and some will prefer self-employment. Youth are made aware of local self-employment opportunities available in Rockford and the surrounding communities. Beginning in the fall of 1997, YouthBuild will operate a Labor Bank for the Rockford Housing Authority, making available names of eligible program graduates to Housing Authority contractors.

Evidence of Success

In the 1995-1996 year, 80 percent of youth were employed or in school at graduation. In the 1996-1997 year, 88 percent were employed or in school at graduation.

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet

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PROFILES OF EFFECTIVE INITIATIVES

1996

Arizona CALL-A-TEEN

649 North 6th Avenue
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Contact: Bernice Lever, Chief Executive Officer
Tel: (602) 252-6721 Fax: (602) 252-2952

Mission

The mission of Arizona CALL-A-TEEN Youth Resources is to provide at-risk teens and young adults with comprehensive training and education programs that contribute to the development of long-term economic self-sufficiency. The intent of each CALL-A-TEEN program is to provide a secure and respectful environment that will allow for the development and mastery of educational and work-related skills and the development of citizenship and personal skills that contribute to the commitment to lifelong learning.

Description

The Arizona CALL-A-TEEN initiative consists of two separate program components: JTPA programming (Title IIC, supplemented by an adult Basic Education grant), and education and services provided as a public high school "center of excellence," or CoE, chartered by the Arizona Board of Education. Young people can participate in both components. CoE is designated as a JTPA School-wide Project site by the Service Delivery Area, allowing all learners at the CoE residing in the city of Phoenix to be eligible for JTPA services. Similarly, any JTPA participant who has not graduated from high school can enroll at CoE .

A full range of academic instruction is offered. The emphasis of the school includes effective instructional practices consistent with adolescent development needs, integration of work and learning and essential content-area skills, preparation for the work place, and linkages to address social service, family and health issues.

The JTPA component emphasizes competency attainment in three employability skills areas: Pre-Employment/Work Maturity, Basic Education, and Job Specific Skills. This component also includes a strong case management approach to service provision.

Community Setting/ Population Served

CALL-A-TEEN participants are enrolled from throughout the greater metropolitan Phoenix area. During the 1994-95 school year 34% of the participants were enrolled but not attending school at the end of the year, 30% were attending alternative schools and 6% entered school as over-aged freshmen. Over half of the students enrolled in programs are between the ages of 16 and 18. The programs serve almost equal numbers of male and female participants.

Staff

Chief Executive Officer
School Principal/Director of Operations
Director of Training and Program Design

Center of Excellence Charter High School (CoE)
Certified Teachers
Employment and Training Specialist
Registrar
Teacher Aides

JTPA
Employment and Training Specialists
Job Developer
Education Specialists
Assessment and Intake Specialists
Clerks

Exemplary Practices

Quality Management

Continuity of Leadership
One of the strengths of the organization is the continuity of leadership. The Chief Executive Officer has been with the agency since 1978. The School Principal/Director of Operations and the Director of Training and Program Design have been with the organization since 1979. Overall, staff providing direct services have been with the agency for an average of six years each.

Youth Development

Family Involvement
Parents and family are encouraged to become a support system for students and participants. Parents/legal guardians are required to participate in the intake process for both components. Expectations regarding behaviors, attendance, peer relationships, outside influences, etc., are discussed. Students' individualized plans require parent/guardian signatures, thus involving the family in the overall education/training plan for the young person.

Workforce Development

Linking School to Work
This initiative structures classes to approximate work environments. SCANS competencies are incorporated within the curriculum for each content area. Credit is awarded for successful community service, volunteer and work experiences based on attainment of specific training/learning activities. The intent is to blur the lines between work and learning, place equal value on academic and vocational instruction and ensure that all students have the opportunity to develop skills that apply beyond classroom walls.

Selected Highlights

Support of Higher Education
In addition to offering a full range of academic instruction, the CoE is supplemented by a Dropout Prevention Program grant funded by the Arizona Department of Education that allows the school to increase supportive services to its students and that provides funding for matriculation at Gateway Community college.

Evidence of Success

Successful Replication
Within the workforce development community and the charter school movement in the state of Arizona the initiative is recognized as an innovative and effective program for young people at-risk. The design of the effort has been adapted in five Service Delivery Areas through out the state.

Positive Reputation within the Community
Possibly the greatest indicator of the initiative's positive relationship within the community is that both programs have waiting lists of over 100 potential participants.

Changes in Participant Attitudes
Based on the results of an exit survey completed anonymously by CoE students at the end of the 1995-1996 school year, 58% of students responded that before starting CoE, they attended school never or sometimes, 28% attended most of the time, and 14% stated that they always attended. After attending CoE, 100% of the respondents stated that they attend school most of the time. When asked if they were satisfied with their school, 80% stated that they were very satisfied or satisfied as compared to 19% who were somewhat satisfied and 2% not satisfied.

Before they started CoE, 28% of the students felt great or good about themselves and 72% felt okay or not so good about themselves. In comparison the exit interview showed that 76% of the students felt great or good about themselves and 23% felt okay about themselves. There were no responses from any student stating that they did not feel good about themselves.

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Bucks County "Treasures and the Law"

Bucks County Office of Employment and Training
4259 Swamp Road, Suite 303
Doylestown, PA 18901
Contact: Rosalia Kennedy, Director of Operations
Tel: (215) 340-2020 Fax: (215) 340-2030

Mission

The mission of the Treasures and the Law initiative is to improve the in-school retention, completion rates and academic performance of its participants. In addition, the initiative works to enhance employability and citizenship skills of its youth in order to empower them to become more valuable members of society.

Context

This initiative incorporates non-traditional methods of teaching and weaves a central theme of sunken treasures and the laws governing those treasures into the initiative.

Description

The Bucks County Office of Employment and Training's Youth Service Corps initiative combines a mix of work experience and unique academic enrichment activities. These academic enrichment activities encompass the central theme, "Treasures and the Law, " that is incorporated into every component of this initiative.

For three and one-half days a week youth participants engage in community service projects such as repairing and painting public buildings, landscaping public playgrounds, building jungle gyms and completing fitness trails for local hospitals. During the remainder of the week, youth examine archaeological, historical, technical and cultural factors regarding the quest for and finding of sunken treasures.

Community Setting/ Population Served

Youth served by this initiative are the residents of Bucks County, PA who range in age from 16 to 21. They are economically disadvantaged and may be physically and/or mentally challenged. Many participants are considered "at-risk," achieving two or more years below their grade level, and have truancy and/or delinquency problems.

Staff

Executive Director
Director of Operations
Youth Coordinator
Senior Counselor
Crew Leaders and Assistants

Exemplary Practices

Quality Management

Commitment to Staff Development
Various staff development activities are provided by a professional consulting group and comprised of the following: team building, conflict resolution, self-esteem building, interpersonal skills, safety training, leadership skills, problem solving abilities, cultural diversity, commitment to lifelong learning, coping skills and stress management.

Youth Development

Participants take part in activities based on the finding of the "Atocha," a Spanish warship that sunk off the Florida Keys in 1622. Some of the activities include: trip to the local courthouse; tour of the information highway; scuba diving and snorkeling; trips to museums, seaports, and radio stations. Students learn about America's maritime heritage, occupations that refer to the theme. The program culminates with a mock trial of an actual court case held at Bucks County Courthouse. Local educational specialists, attorneys and the Bucks County Bar Association voluntarily assist with this enrichment experience.

Workforce Development

Job readiness Skills
Job readiness and pre-employment skills are developed by completing a resume and a cover letter geared towards their job or career interests. Youth are also taught interviewing skills and practice completion of employment applications with the assistance of local employers.

Selected Highlights

Collaboration
Collaborative ties are developed and maintained with a variety of different organizations/agencies. These include local education agencies, Children and Youth Services, the Drug and Alcohol Commission, the Bureau of Job Service, the Department of Public Welfare, and the Department of Mental Health/ Mental Retardation.

Evidence of Success

Youth were given a pre-test at the commencement of the program to ascertain their level of awareness of the subject matter contained in the curriculum. During the final week of the academic instruction a post-test was given to determine the learning that had occurred. It was determined that all who took the post-test attained a positive outcome. (Positive outcome = at least a 3 point gain over the pre-test)

In addition, all who completed the program successfully returned to their home school to begin the new school year in September.

Career Link Academy

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Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

Mission

The mission of the Career Link Academy (CLA) is to provide a program to participants that will integrate competency-based vocational skills development in order to assist the participant's transition from school to work. CLA also endeavors to supply any employer with a young student who is knowledgeable, skilled and willing to work in an entry level position.

Context

Students CLA are referred by community agencies which have identified that these students are not progressing under the traditional process. These agencies include Juvenile Probation, DSHS, private group homes and community recreation centers.

Description

Sponsored by South Seattle Community College, the CLA is a program for individuals who are typically labeled "high risk" with no diploma or appreciable job skills. The program offers students the opportunity to gain a GED while simultaneously receiving job training. Through an interlocal agreement, CLA is offered in cooperation with the Highline School District and Sea-Tac Occupational Skills Center.

Upon entering the CLA, students receive a comprehensive assessment of personal needs. This assessment includes administering a series of performance and interest predictors to assist CLA staff in the development of an attainable career goals strategy. Vocational training is then matched and offered to the student. Areas of vocational training offered include: computer technology/business, culinary arts, automotive technology, cosmetology and welding fabrication.

Students in CLA are encouraged to gain the experiences necessary to become job-ready. Interview skills, resume and course-related work experiences are an integral part of CLA programming. Once this portion of the program is complete students are then eligible for advanced training and/or full-time employment placement.

Community Setting/ Population Served

Most Career Link participants come from west Seattle and the Seattle Rainier Valley areas. Students range in age from 16-19 years. Typically, students' family income ranges from below the poverty line to middle-income families. The majority of enrollees have an average of two years of secondary school experience.

Staff

Academy Director
Job Advisors
Instructors
AmeriCorps Volunteers
(The South Seattle Community College President and Vice-President for Business Affairs are also part of the Leadership Continuum for CLA)

Exemplary Practices

Quality Management

Commitment to Staff Development

An annual retreat is scheduled in August of each year so that all staff may contribute to the planning strategies for the coming year. In addition, the community college network is abundant with seminars, forums, workshops and learning institutes for a wide array of topics. Staff members also attend workshops on the latest Internet procedures.

Youth Development

Parental/Family Involvement

CLA applies current research knowledge that supports family involvement in programming practices. Therefore, parents and siblings are able to play a significant role in the student's life at the Academy. Family members attend the initial orientations and hear the delineation of student expectations. There is also an open invitation for all concerned adults, family and friends, to sit and discuss all aspects of the Academy with CLA staff.

Workforce Development

Bridges Between Coursework and Work Experience

In addition to applied academics, all students are required to attend Career Association meetings. The Career Association bridges coursework and work experience and emphasizes continued assessment of career interests. In these meetings students discuss interviewing skills, resume development and other associated employment skills.

Selected Highlights

Job Placement and Follow-up

CLA enjoys an outstanding record of collaborations with the business and labor communities. This facilitates job placement of program graduates. Once students have been placed in employment, a CLA job advisor tracks their work progress over a period of eighteen months.

Evidence of Success

Celebration of Achievement

In 1996, the South Seattle Community College accepted a proposal to allow Career Link Academy students to participate in the annual graduation ceremony. This marked the first time in the history of the Seattle Community College District that an alternative campus program marched in a formal graduation ceremony.

During the 1995-96 school year, community college assessment scores were significantly higher than previous cohorts; the GED pass rate exceeded 93% for all tests taken, with thirty-four individuals fully completing the test battery; all students enrolled demonstrated positive outcomes for JAG competencies attainment; placement of students on part-time or full-time employment exceeded all expectations with over forty students dutifully engaged.

Casa Verde Builders AmeriCorps YouthBuild Program

American Institute for Learning
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Austin, TX 78702
Contact: Richard Halpin, Executive Director
Tel: (512) 472-3395 Fax: (512) 472-1189
E-Mail: http://www.ail.org

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

Mission

The major goals of the Casa Verde Builders AmeriCorps YouthBuild Program are to impart job and lifelong learning skills to out-of-school youth so they can become self sufficient; to instill in participants a sense of responsibility for their future, for the success of the program and for the well being of their community; to impart entry-level construction job skills; and to build energy-efficient, sustainable, low-income housing.

The Casa Verde AmeriCorps YouthBuild Program is part of the American Institute for Learning (AIL). AIL is a Texas nonprofit comprehensive education and employment training program for adults and young adults who have not succeeded in traditional educational settings. In addition to housing Casa Verde YouthBuild, AIL is a charter school, a Community Housing Development Organization (CHDO) and an environmental corps.

Context

To enter the program participants must have reading skills at or above the sixth grade level, and not be chemically dependent. They must also be willing to commit a minimum of six months to the program. The youth in this program have been selected because of their serious interest in turning their lives around, obtaining a GED or certificate of mastery, learning construction skills and improving their community.

Description

Casa Verde participants spend 50% of their time in on-site construction training activities and 50% in educational activities. The educational program for Casa Verde requires that participants gain competency in three broad areas: academic foundation skills, career preparation, and project-based community service learning (linked to construction or affordable housing). Academic basic skills training is integrated with on-the-job skills training.

The specific construction skills learned by Casa Verde participants include: basic carpentry, masonry, roofing, drywall hanging and finishing, painting, concrete flatwork and foundations. Participants also learn about sustainable building construction techniques such as passive cooling techniques and use of resource efficient building methods.

Community Setting/ Population Served

The members of the Casa Verde Builders are 17-25 years old and live in the targeted low-income East Austin neighborhood. The majority, 75%, of program participants are not in school, 25% are female and most are from low-income families. The enrolled members are racially and ethnically diverse. Most members have had little or no job experience. More than 70% have been involved with the criminal justice system as juveniles or adults.

Staff

Executive Director
Project Manager
Construction Supervisor
Journey Level site Trainers
Construction Site Education Facilitator
Teachers
Counselors
Peer Trainers

Casa Verde Builders AmeriCorps YouthBuild Program PEPNet '96

Exemplary Practices

Quality Management

Highly Trained Staff

The minimum qualifications for key professional staff at Casa Builders are: at least five years journeyman experience in carpentry, experience working with at-risk youth; for the construction supervisor, at least ten years of experience in residential construction and experience working with at-risk youth; for the education facilitator, five years teaching experience with youth and a teacher certification in the state of Texas; for peer trainers, achievement of certain construction competencies and the ability to supervise small crews of participants; for counselors, at least three years of counseling experience; for teachers, at least four years teaching experience in an alternative school setting; and for the Project Manager, at least five years construction management experience and ten years residential construction experience.

Youth Development

Promotion of Leadership Development

Youth have input into ongoing operations of the program through its Youth Policy Council. The Policy Council is a six-member elected body which meets weekly with the Executive Director and Project Manager to discuss key program issues. Members of the Council are elected by their crews with a regular member and an alternating member representing each crew. Their term of service spans the time it takes to construct one house. Each crew elects two representatives and two alternatives over the course of a program. This results in approximately 50% of Casa Verde Youth participating in the Youth Policy Council.

Workforce Development

Close Relationships with Community Agencies

Casa Verde Builders has developed a wide range of cooperative and collaborative relationships with the school district, city and community agencies for support services to the participants, for technical assistance on green building , for construction and other resources. The program has a strong partnership with the City of Austin and Environmental Conservation Department. The initiative's first project, the construction of a three bedroom house, was a joint project with the Austin Habitat for Humanity and City of Austin Green Builder Program.

Selected Highlights

Links to Employers

Casa Verde Builders has established an Industry Advisory Council of construction and construction related professionals who meet monthly to give direction to the program. The members of this committee and other industry professionals play roles as mentors, employers and job developers. Casa Verde has designed a mentoring component to help young people achieve their fullest potential and acquire a strong skill base by working alongside skilled professionals.

Evidence of Success

In the 1994-95 program cycle 12 single family homes were constructed. In addition, as a result of the program's efforts, 37 out of 48 participants acquired their GEDs. For participants completing the program, job or further educational placement was 70%

AIL, Casa Verde's parent organization, has been named a youth employment local, state and/or national model each year for the past 10 years. This past year, AIL was one of three Peter R. Drucker Foundation Award Winners, received a State of Texas Human Service Leadership Award from the University of Texas at Arlington, and was designated a model program by the Austin Community Action Network.

Students, working with professionals as part of their training program, produced a multimedia piece on drug and alcohol treatment that won best in show at COMDEX, the biggest computer show in the country.

Casa Verde youth builders build homes to a new standard of affordable housing with a breakthrough emphasis in "sustainable construction." Through "sustainable construction," the group builds houses that last 100 years and have at least 1/3 lower utilities that other homes.

Denison Job Corps Center

10 Opportunity Drive
Denison, IA 51442
Contact: Robin Adams, Employability Supervisor
Tel: (712) 263-4192, x119
Fax: (712) 263-6910

Mission

The mission of the Denison Job Corps is to guide and support each student through a quality academic, social and vocational program geared to develop self-esteem and job skills.

Context

Denison Job Corps recruits young people who are in need of educational and employment skills and have few resources to be able to obtain them. In order to be considered for the program, participants must come from an area where conditions hinder them from receiving an education or finding employment.

Description

This initiative is a residential education and training program that serves up to four-hundred and fifty students in any given year. The program offers vocational training, academics, GED and high school diploma preparation, social skills training, medical/dental services, recreational activities, housing and placement services. It is an open entry/exit program that has new studentsarriving and leaving on a weekly basis. The program is operated twenty-four hours a day, seven days a week.

Community Setting/ Population Served

Denison Job Corps serves youth ages 16-24. All participants come from low-income homes. The program has the capacity to serve 300 students in a residential living area. The initiative has the capacity to serve equal numbers of male and female participants.

Staff

Center Director
Programs Director
Academics Manager
Child Development Center Manager
Counseling Manager
Health Services Manager
Human Resources Manager
Residential Living Manager
Vocational Programs Manager
Employability Supervisor

Exemplary Practices

Quality Management

Continual Assessment

Job Corps management conducts quarterly surveys of program participants to determine their satisfaction and concerns about the program. The results of these evaluations assist in identifying areas for improvement and direct program enhancements. All staff are involved in this continual process of program development by providing input and serving on committees to address issues.

Youth Development

Promotion of Youth Leadership

Students are involved in the operation of the program through their Student Government Association. This consists of an Executive Council comprised of six students who are elected by the entire student body. Each dormitory also has six officers who work with the Residential Advisors in setting goals and expectations for dormitory living. These officers serve on committees and meet with staff and students to address issues of concern.

Workforce Development

Work-Based Learning

The Vocational Training program provides the opportunity, motivation and resources for students to receive individualized training in selected occupations which qualify them for employment at beginning or apprentice levels in Carpentry, Painting, Brick Masonry, Welding, Unarmed Security, Business Clerical, Health Occupations, Culinary Arts and Building and Apartment Maintenance. At least sixty-five percent of the student training program consists of hands-on activities, in actual work settings or lab set-ups.

Selected Highlights

Community Relations/Cultural Awareness

This initiative has a Community Relations Council which is comprised of local business and community representatives and meets with Job Corps staff quarterly to address issues concerning the center and the local community. Participants also meet with the Community Cultural Diversity Committee which works to increase cultural awareness and improve relations between various ethnic groups in the community.

Evidence of Success

High Percentage of Job Placement

A recent evaluation determined that the Denison Job Corps staff placed 94% of program participants in employment positions upon graduation from the program. Of that number, 87% were full-time employment positions

Fresh Start

Living Classrooms Foundation
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John Dillow, Director, Maritime Institute
Tel: (410) 685-0295 Fax: (410) 752-8433
E-Mail: john@livingclassrooms.org

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

Mission

The mission of this initiative is to provide hands-on education and job training with a special emphasis on at-risk youth and groups from diverse backgrounds. The key objectives are career development, cooperative learning, community service, evaluating self esteem and fostering multi cultural exchange.

Context

This program utilizes maritime settings to provide experiential learning to high-risk youth.

Description

Fresh Start provides project-based education that teaches academic skills and knowledge through practical applications and real-work projects. The initiative also provides assistance with goal setting and preparation for careers and further education.

It is a nine-month program that provides hands-on work projects and learning experiences building and repairing boats and engines, developing carpentry and woodworking skills, working in a real marina and crewing aboard Living Classrooms Foundation vessels. Their classroom for learning these skills is at the 2-acre city- and state-sponsored Living Classrooms Maritime Institute on the Inner Harbor in Baltimore, MD.

The initiative is divided into five modules focusing on different work projects and new skills. The last two months of the program are designed to help students transition into internships and jobs while they still have support of the program.

Community Setting/ Population Served

The youth enrolled in Fresh Start range in age from 16 to 20 years old. The majority are African-American and have not completed high school. They are economically disadvantaged and bring with them a history of serious problems including sexual, physical and/or emotional abuse. Most have been victims of violent crimes and nearly all have been arrested more than once.

Staff

President
Managing Director
Director of Maritime Institute
  Education Programs
Instructors

Exemplary Practices

Quality Management

Regular Evaluation

Fresh Start uses the student daily activity evaluations to track student progress relative to program goals. This data is gathered and tracked throughout the program by both group and individual students. Management also uses pre and post-test scores, Susan Harter's Self Perception Profile for Adolescents, and quarterly technical skills tests to track the effectiveness of the initiative in terms of student outcomes.

Youth Development

Youth Involvement in Assessment

There is daily opportunity for youth at the beginning and end of each program day to address issues or initiatives they wish to see enacted. Youth also speak individually with the Counselor once per week and may bring up ideas and issues which the Counselor will share at weekly staff meetings.

Cultural exploration components expose youth, who are virtually all African-Americans, to Baltimore's African-American maritime heritage. The initiative operates from The Living Classrooms Maritime Institute, which is located on the Baltimore waterfront. The Maritime Institute is close to a former workplace of Frederick Douglass, and to the shipyard owned and operated by the Isaac Myers, the first African American to own a shipyard in the U.S. The program uses Black Maritime History as a springboard to help youth identify ways to relate to the martime field and gain a sense of connectedness and pride.

Workforce Development

Job Seeking Assistance

Fresh Start provides individualized assistance in seeking jobs, resume writing, interviewing skills and post-program assistance with job seeking.

Selected Highlights

Long-Term Follow-Up Services

Living Classrooms has a full time counselor who tracks each Fresh Start graduate for three years with assistance from the Department of Juvenile Justice. The Fresh Start Director and Staff also support graduates by providing as-needed guidance and support. The foundation has often hired graduates to bridge the gap between Fresh Start graduation and entry level jobs.

Evidence of Success

Continuing Education

Nearly half of Fresh Start graduates (46%) pursue further education, a growing number of whom enter college.

Awards and Recognition

Fresh Start has been selected as a model program by the Governor's Workforce Investment Board Employment Committee and the Governor's Alcohol and Substance Abuse Committee.

Gulf Coast Trades Center

P.O. Box 515
New Waverly, TX 77358
Contact: Thomas M. "Mike" Buzbee, Executive Director
Tel: (409) 344-6677 Fax: (409) 344-2386

Mission

The Gulf Coast Trades Center initiative is based on a philosophy that stresses the worth and dignity of each person and the belief that the strengths existing within the individual can be directed toward maturity and responsible citizenship. The mission of the Gulf Coast Trades Center is to increase the social and economic independence of disadvantaged youth.

Context

The majority of the participants are young adults adjudicated by the courts and labeled "high-risk." Center staff members realize that the barrier to at-risk students' achieving success is the lack of basic survival skills in daily living whether in the community or in the work place. Therefore, a range of services are offered to address all of the students' developmental needs.

Description

The Center operates a 136-student dormitory facility at its campus and a 32 student transitional living program at its Independent Skills Learning Environment. Food, medical and clothing needs are provided by the Center.

The Center addresses the needs of at-risk youth not only with specific skills training consistent with the youth's capacity and interests, but also encourages the learning of social skills in work attitudes and values. The program offers a comprehensive package providing support for students while in training and beyond. The services offered include: assessment (academic, vocational, social and risk), counseling, occupational skills training, basic academic skills training, social skills acquisition, GED preparation, driver's education, substance abuse counseling directed recreational programs, occupational skills, work maturity classes, career counseling, work experience, job placement transitional services and follow-up services.

Community Setting/ Population Served

Youth participants, both male and female, range in age from 16 through 18 years of age. The majority of the students have been adjudicated by the courts, are unsuccessful in school and come from low-income families. Primarily the student population resides in the urban areas of Houston, Dallas, Fort Worth, San Antonio and Austin.

Staff

Executive Director
Administrators
Teachers
Community Service Specialists
Counselors
Case Managers
Youth Supervisors

Exemplary Practices

Quality Management

Continuity of Leadership

Many of the administrators, counselors and support personnel have been with the center since its inception. The top level administrators have more than 20 years of experience each in the fields of youth development and employment. Three of these staff members have been with the center for over 20 years. Many of the teachers, as well as support staff, have been with the program for over 15 years.

Youth Development

Commitment to Community Service

Students are expected, and in some cases required, to engage in community service activities as a learning experience and to build leadership skills. Most participants an the Center must devote a total of 200 volunteer hours to community service activities.

Workforce Development

Paid Work Experience

The Center operates a community-based "work experience" program in which students are placed in positions with local area non-profit organizations. This program provides paid work experience to youth who might otherwise have no opportunity to work in a legitimate job.

Selected Highlights

Self-Paced Learning

The Center has adopted a training approach that is self-paced and is adapted to meet the needs of the individual student. Emphasis is placed on personal achievement and individual initiative. Training is provided in a "no-fail" atmosphere.

Evidence of Success

The Center has received numerous awards throughout its history verifying its evidence of success. These awards include: National Governors Association One of Five Top Youth Programs in the United States, the Houston Community Volunteers Youth Council Outstanding Services Award, Montgomery County Children's Services Outstanding Volunteer Services, Houston Works JTPA Program Achievement Award, and the National Governor's Association Recognition for Innovative Programming Award.

Over the past five years the Center (New Waverly Campus) has enrolled 1700 youth of which:

- 80% graduated with a certificate in one of the 9 approved trade programs;
- 60% attained a GED
- 90% completed driver's education;
- 62% of the program graduates entered the work force in trade related jobs; and
- the average placement wage was $7.50 per hour.

Hubert H. Humphrey Job Corps Center

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St. Paul, MN 55108
Contact: David MacKenzie, Center Director
Tel: (651) 642-1133 Fax: (651) 642-0123
Email: mackend@jcdc.jobcorps.org

Mission

The Humphrey Job Corps Center is designed to help young people to become more responsible, productive, and employable in spite of previous educational limitations. The ultimate goal of the program is quality job placement for every student.

Context

Participants in this program must demonstrate the need for additional education and training to be employed and obtain financial self-sufficiency.

Description

The Humphrey Job Corps Center is a residential job training initiative that provides young men and women with the necessary skills to be competitive in today's employment market. There are three basic components to the Job Corps Program: vocational training, basic education and social skills development. The vocational programs include: Business/ClericalOccupations, Health Occupations, Building and Apartment Maintenance, Painting and Wallpapering, Culinary Arts and Transportation Communication. All three components of the program contribute to preparing students for quality job placement.

Community Setting/ Population Served

The Humphrey Job Corps Center serves young adults ages 16-24 who are economically disadvantaged, free from serious medical or behavioral problems and have the capability and aspiration to participate and succeed in the program.

Staff/Departments

Center Director
Administration
Center Standards Office
Community Relations
Counseling
Education
Health Services
Outreach, Admissions & Placement
Recreation
Residential Living
Student Services/Accountability
Vocational Training

Exemplary Practices

Quality Management

Continual Evaluation of Student Achievement

The Humphrey Job Corps Center uses two comprehensive systems to manage student progress: Outcome Measurement System and Quality Measurement System. By using these tracking systems, the Center has weekly and year-to-date progress information related to math, reading, GED and vocational completion, as well as job placement information to include job match, full-time employment and wage. The Center places a great emphasis on high quality placement and job retention.

Youth Development

Leadership Practices

The Center has a Student Government Association (SGA) and a Student Welfare Association (SWA) that act as the student governance body. These organizations meet weekly with the Center Director. The SGA and SWA meet monthly with other student leaders and center managers to communicate student concerns and suggestions. Residential Living has various leadership positions such as recreation aide, library aide, dorm court justice and peer counselor. Many other departments at the Center provide students with leadership opportunities such as orientation aide, math and reading tutor, and community service leadership.

Workforce Development

Funds for Business Clothing

During the training day students are required to present themselves in a professional manner appropriate for the occupation they have chosen. While in the program youth participants receive a clothing allowance to purchase appropriate clothing.

School-To-Work Emphasis

The Center strongly embraces the School-to-Work Act of 1994. Related to school-based learning, the educational and vocational training programs cooperatively teach basic math and reading skills through the use of the Applied Academic program. For example, students enrolled in math and reading are provided with lessons that relate to their vocational program area. In addition, each vocational program has access to basic math and reading lessons so students can make progress in basic education while in the vocational area when applicable.

Work-based learning is accomplished through the use of a 6-week Work Experience Program as well as regular work-based training opportunities. The Center enjoys linkages/partnerships with businesses such as Hewlett-Packard, Marriott, Sexual Violence Center, Fort Snelling, Presbyterian Nursing, Mentorships, field trips, and visits from area business supplement the training programs.

Selected Highlights

Self-Paced Programming

The Center recognizes that participants have different needs and come from different backgrounds. Therefore, the program is designed with an Open Entry/ Open Exit which means that new students are entering and completing the program each week. The program does not operate on a traditional school calender but operates all year long. Academic and Vocational classes are self paced and completion of classes is based on the student reaching certain competency levels. Students work according to their ability and are able to receive individualized attention due to small class sizes.

Advanced Career Training

The Center has two Advanced Career Training programs: Transportation Communication Union and College Program. Students who have completed a high school diploma or GED can enroll in one of these advanced programs. Students who complete these programs hold certifications in transportation or associate's degrees.

Evidence of Success

Fully Accredited

The Humphrey Job Corps Center is one of the few Job Corps programs in the country to earn accreditation status. The center's accreditation means that the work students accomplish at the center will be accepted at other accredited schools.

Los Angeles Conservation Corps

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Los Angeles, CA 90007
Contacts: Bruce Saito, Executive Director
Phil Matero, Deputy Director
Tel: (213) 749-3601 Fax: (213) 749-3331
E-Mail: pmatero@aol.com

Mission

The mission of the Los Angeles Conservation Corps (LACC) is to serve and uplift the community of Los Angeles by providing young people with an opportunity to advance their personal and career development. This mission is articulated and manifested in the type of work that is developed, performed and reflected upon throughout the community by the diverse programs of the LACC, united by a thread of learning and development through working and serving.

Context

This initiative invites young people who are perceived as in greatest need of assistance. The program offers young people who are looking for a full-time program a chance to earn a high school diploma and receive job training, while at the same time earning enough money to take care of living necessities.

Description

The two essential program components in LACC are service to the environment through meaningful and important work activities and the development of skills, knowledge, and abilities for corpsmembers through classes, activities, and experiences. The work projects include train work, cleanups, park establishment, graffiti removal, recycling and environmental education. The educational activities include environmental education, basic skills, employability preparation and life skills. In addition, the initiative offers personal and career counseling, job placement services, college enrollment assistance and child care services.

Community Setting/ Population Served

The youth served by this program are between the ages of 12 and 23. Virtually all of the participants are from economically and educationally challenged backgrounds.

Staff

Executive Director
Site Directors
Director of Work Programs
Clean and Green Director
Director of Education Programs
Work Project Coordinators
Crew Supervisors
Crew Leaders and Assistant Leaders
Teachers

Exemplary Practices

Quality Management

Regular Evaluation

Work and Education Coordinators are in a constant process of evaluating the programs and the impacts that they are having on participants. Work Coordinators perform regular site visits to observe the crew interaction, learning opportunities, and performance of the crew on the worksite. The Education Coordinators give regular evaluations of the classes and the teachers for the students to complete, as well as grade-level testing to mark students progress.

Youth Development

Development of Leadership Skills

Youth participants have many opportunities to take leadership roles at the LACC. They can promote to corpsmember positions that have the responsibility for the recruitment and interviewing prospective participants and staff applicants for the program. They can also be assistants to the supervisors or teachers and they can assist other program support personnel as well. There is also a Corpsmember Leadership Committee which works with staff in the governance of LACC.

Workforce Development

Job Readiness Skills

LACC offers an extensive employability skills development component for all program participants This includes learning about job trends of the future, career interest exploration, job search skills, interviewing skills, resume and cover letter preparation and constant reinforcement of the connection between the work that is done in the field and the work that is done in the classroom.

Selected Highlights

Collaboration

LACC continually works with other agencies in the Los Angeles area who are interested in beautifying their neighborhoods or performing some sort of environmental enhancement project. Approximately 40 other organizations work in conjunction with LACC to improve their community by developing recycling programs, planting community gardens, establishing neighborhood playgrounds, planting trees and various other beautification projects.

Close Links with Employers

LACC is a part of a network of job preparation groups in the city of Los Angeles called LA Youth at Work. As a part of this network, the program is linked electronically with hundreds of employers the city who may need employees.

Evidence of Success

Since its inception the LACC has made a number of accomplishments including: planting over 10,000 trees in Los Angeles, collecting over 100,000 tons of recyclables, removing over 20 million square feet of graffiti, painting over 100 murals in Los Angeles, awarding over $80,000 in scholarships to corpsmembers, and assisting 112 corpsmembers in attaining GEDs or High School Diplomas.

Manufacturing Technology Partnership (MTP)

UAW/General Motors Flint Metal Center
G-2238 W. Bristol Road
Flint, MI 48453
Contacts: Calvin Wright, Associate Administrator of Education and Training, Tel: (810) 236-9069 Fax: (810) 236-2695;
Sharon McClain, MTP Coordinator and Mentor, Tel: (810) 236-9174
Bill King, Joint Activities Representative, Tel: (810) 236-1599

Mission

The mission of Manufacturing Technology Partnership (MTP) is to work with the area school districts to create a curriculum that will provide students with the skills necessary to pass the United Auto Workers/General Motors apprenticeship test. This includes an effort to develop a pool of qualified and interested minority and female candidates.

Context

Through a recruitment process, MTP determines a student's interest level in the manufacturing business. The selection process was developed based on the need to hire minorities and females for skilled trades jobs. The only educational requirements are that the students are reading very close to grade level and they have taken some advanced mathematics (Algebra). MTP was designed to provide students with the necessary skills to pass the UAW/GM apprenticeship test in a competitive fashion.

Description

MTP was developed as a cooperative effort between General Motors, United Auto Workers, Jobs Central, the GASC Technology Center, Mott Foundation, Genesee County High Schools, Mott Community College and Baker College. MTP is a two-year school-to-career transition program whose purpose is to help prepare selected high school students for skilled trades career. MTP blends traditional academic achievement with hands on experience: students are assisted in successfully completing high school while mastering the competencies necessary for skilled trades. At the conclusion of the two-year program, students take the UAW/GM apprenticeship test. Those completing the program have been offered a two year scholarship by either of the partner colleges.

The activities of MTP students are divided into three areas. In the first area students attend their home school in the morning where they complete the necessary classes for high school graduation. In the second area, the students attend a county-wide vocational training facility where they are involved in a modular training program that builds vocational skills levels working in classes that were designed, in part , by the manufacturing sector. In the third area, students work in laboratories learning how technological skills relate to the actual application of the technology in the manufacturing process.

Community Setting/ Population Served

The youth in the program are typically sixteen years old entering their junior year in high school. The program recruits county wide from all twenty-one school districts. The income levels of participants are as diverse as the population. Program participants are 40% females and 70% minorities.

Staff

Program Coordinator
Administrators
Teachers

Exemplary Practices

Quality Management

Commitment to Staff Development
Staff members attend professional development programs through the local community college.
Staff members have taken classes in curriculum development, presentation speaking, stand up skills, teaching techniques, industry safety, union awareness, diversity training and many other classes associated with the new technologies introduced into the manufacturing process.

Youth Development

Mentoring
Students work with UAW Skilled Trades Journey person Mentors on projects that were designed to introduced the student to the real life manufacturing process. While students are in the plant they are under the direct supervision of the mentors. Mentors develop projects that incorporate the reading and math skills necessary to pass the entry level test for the skilled trades' apprenticeship.

A mentoring course was developed specifically for mentors in the MTP program

Workforce Development

Job Skills
MTP Students develop portfolios of all of their learning experiences for future reference when seeking employment.

The program uses mock interviews to prepare the students for future jobs.

Selected Highlights

Replication
MTP staff members have served as technical advisors to the School-to-Work program in Saginaw, Michigan that has approximately three hundred students in various programs. The program also directed the establishment of a second MTP process with another General Motors plant in Bay City, Michigan.

The MTP program was selected as a demonstration project for the Department of Labor. MTP has been successful in replicating the program in thirteen small manufacturing sites.

Promotion of Post-Secondary Education
The post secondary partners in the program have provided full ride scholarships to MTP students in excess of $500,000.

Evidence of Success

The original group of MTP students, after completing the two-year program utilizing the curriculum developed by the partnership, passed the UAW/GM apprenticeship test at a rate of 94%, compared to 10-12% nationally. The second group of students passed at a rate of 100%, utilizing essentially the same curriculum.

Results of an impact study conducted by Upjohn Institute, using a comparison group analysis, demonstrated that students engaged in MTP had higher GPA's, more math and science credits and better attendance at school. Additionally, 2.5 years after graduation first year MTP students were 80% employed with an average wage rate of $10.69 per hour while the comparison group was 70% employed with an average wage rate of $5.92 per hour.

McKesson Summer Youth Development Program

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

McKesson Corporation
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San Francisco, CA 94104
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Tel: (415) 983-7660 Fax: (415) 983-7590

Mission

The mission of the Summer Youth Development Program (SYDP) is to encourage high school and college youth to develop their personal and professional skills in order to attain their goals in college and in the future, ever changing workforce.

Context

Primarily, students are selected based on developmental need, motivation and willingness to learn. The program gives, especially to inner city students, the opportunity to work and learn new skills. Additionally, the community agencies benefit by having an additional staff member for 7-8 weeks.

Description

SYDP is based on a partnership between the McKesson Corporation, the McKesson Foundation and several non-profit agencies in San Francisco. The majority of students involved in the program work in non-profit agencies. The Foundation grants funds to each participating agency to cover all of the costs of the program participants for seven to eight weeks. The remaining students are employed by the Corporation in different departments. Other components of this program include student team building, social events to encourage group interaction and community service to foster a sense of community responsibility.

Community Setting/ Population Served

The youth that are served through the SYDP range in age from 16-21 years. A variety of ethnicities are represented in the program including African-American, Asian, Caucasian and Hispanic. The majority of these students come from inner-city high schools and attend local community or state colleges. All of the students reside in the San Francisco Bay area.

Staff

Program Coordinators (students)
Human Resources Manager
Community Relations Manager
Supervisors

Exemplary Practices

Quality Management

Diverse Staff Expertise

The SYDP is led collaboratively by a manager from the Community Relations department and from the Human Resources department. The manager from Human Resources provides an HR generalist background, ensuring compliance with general HR policies and procedures. The manager from community relations brings a background in education, with knowledge and experience working with youth and specifically inner city populations.

Youth Development

Leadership Development

The SYDP has a leadership group which is made up of students that possess visual leadership potential. These students are given specific tasks throughout the summer to foster their leadership ability such as planning a workshop, organizing the end-of-the year celebration, or using their skills to maintain positive behaviors among other interns. These students are also assessed for their potential to become Program Coordinators in the future.

Workforce Development

The SYDP works closely with McKesson employees. The employees serve as supervisors, mentors, facilitators of workshops and mediators and advisors for student personal and developmental issues with the assistance of program coordinators and program managers.

Selected Highlights

Partnerships with Non-Profit Organizations

A key feature of SYDP is the partnership with, on average, 20 non-profit agencies in San Francisco. The program is designed to give the students a variety of career paths and interests to choose from. During the interview process each intern is asked about long and short term career goals, areas of strength and the kind of experience they would benefit from the most. All of these factors are taken into consideration when a summer placement is made.

Evidence of Success

During the 1996 program year 45 students were placed in 28 different agencies around the San Francisco area.

The majority of high school student participants graduate and attend college. Most of these are inner city youth who may not have considered college previously. Many take on leadership roles during their freshman year and throughout their college life. 33% - 50% are returning students coming back to work on specific skills they needed during the school year. Students keep in contact with program managers and supervisors for advice about college and life success. Several of the students maintain part-time jobs at the agencies or departments at which they worked during the summer.

Milwaukee Community Service Corps

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E-Mail: mcsc@execpc.com

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

Mission

The mission of the Milwaukee Community Service Corps (MCSC) is to promote the virtue of work and the ethic of social responsibility. This mission is carried out by integrating work, education, job training, career exploration, life skills and personal growth.

Context

MCSC recruits a diverse group of young people to participate in the program, but focuses on inner-city residents because they represent an underemployed or unemployed population.

Description

The completion of community service projects is integral to the MCSC program. Once hired by MCSC, corpsmembers are assigned to one of four programs, with special attention given to their individual occupational interests. The four programs include: MCSC Crew, AmeriCorps, Youth Apprenticeship and YouthBuild. MCSC Crew members work in all categories of community service. Corpsmembers on these crews get experience and training in a wide range of skills, including construction, housing renovation, landscaping and human service. They receive hourly wages with opportunities for advancement to Assistant Crew Leader and Crew Leader. All MCSC corpsmembers are provided with academic instruction to help them obtain their High School Equivalency Diploma or continue towards post-secondary education.

AmeriCorps is a federally-funded program that entitles young people an educational scholarship of $4,725 after they complete a year of public service and have attained their high school diploma. AmeriCorps participants work on anti-hunger efforts, graffiti removal, urban gardening, human services and traditional conservation work. The Youth Apprenticeship program provides participants with the education, confidence and real work experience that will help them excel and improve their chances for higher-paying formal union apprenticeships and ultimately, full-time permanent employment. Youth Apprenticeship participants at MCSC receive construction training and on-the-job experience. After participants have completed 3,000 hours of work in the program and/or post-corps employment, they receive a certificate of completion and a Building and Repair apprenticeship card.

YouthBuild Milwaukee expands the supply of housing for low and moderate income families by renovating residential buildings as part of the job training component of the program. Participants receive an AmeriCorps funded $2,362 stipend at the end of their term with MCSC.

Community Setting/ Population Served

Corpsmembers are between the ages of 18 and 23. They are primarily central-city residents and most live at or below 150% of the federal poverty level. MCSC corpsmembers are often young people who are at risk of becoming dependent on some form of public dependancy.

Staff

Executive Director
Development Coordinator
Projects Coordinator
Fiscal Coordinator
Youth Development Coordinator

Exemplary Practices

Quality Management

Low Student-Teacher Ratio

There is an overall staff to corpsmember ratio of about 1:3, and the ratio of Youth Development staff (i.e., instructors, coordinator and counselor) to corpsmembers is 1:25. Corpsmembers are scheduled to attend education classes one day per week. The average staff to corpsmember ratio in education classes is 1:10.

Youth Development

Life Skills Instruction

As a part of their education, corpsmembers receive life skills instruction. Life skills instruction topics include: Working for a Living, Self-Discovery, Learning from Human Service Work, Building Healthy Communities and Acting for Positive Change.

Workforce Development

On-the-Job-Training

On-the-Job Training is conducted at designated work sites to provide corpsmembers with the behavioral skills and information required to survive in the work world. Besides teaching tangible work tasks, MCSC's program also instructs participants in the "rules" of being employed, i.e. punctuality, accountability, attitude and responsibility.

Selected Highlights

Collaboration

Although partnerships are commonly established by MCSC management staff, "front-line" staff and corpsmembers have also linked MCSC with other organizations. Partnerships have been established by the solicitation of community service projects, task forces, advisory groups. Some of the collaborating agencies include: Housing Authority of the City of Milwaukee, Inner City Youth Serving Agencies, and the Association of General Contractors.

Evidence of Success

- 70% Completion Rate (after 60 days in program)
- 85% Post-Corps Placement Rate (in jobs, another service program, or further education).

Of those eligible for a GED:

- 50% complete their High School Equivalency Degree (HSED - slightly more difficult than the GED) while at MCSC
- 25% make significant progress towards their HSED while at MCSC

Moving Up Career Advancement Program

Vocational Foundation, Inc.
902 Broadway
New York, NY 10010
Contact: Mary Bedeau, Assistant Executive Director
Tel: (212) 777-0700 Fax: (212) 673-8975

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

Mission

The mission of the Moving Up program is to enable inner-city youth not only to get a job but also succeed on the job, maintain a long-term employment rate, increase their education, and advance along their chosen career path to achieve economic self-sufficiency.

Context

The comprehensive services offered by this initiative are designed to provide young people from the most disadvantaged communities with insight, information and incentive necessary to help them solve problems on the job and identify the steps necessary to get ahead.

Description

Moving Up combines job training and placement with two years of intensive, weekly job retention and career advancement counseling after job placement. During these two years of continued counseling after placement in a job, career advisors help young people resolve work-related problems involving supervisors, peers or assigned tasks. In addition career advisors address personal crises that interfere with steady work performance and attendance.

Career advisors contact participants at a minimum of once per week by telephone and once per month in person to help them navigate the world of work. In addition, advisors contact employers at least once per month by telephone or in person to learn about the participants' job performance and help resolve any difficulties before they result in the young person losing his or her job.

Career advisors use creative approaches involving recreational, cultural and educational activities after work and on weekends that not only encourage youth development, but are fun. During group activities the career advisors facilitate peer counseling and networking. Job coaching also occurs during "business lunches."

Community Setting/ Population Served

This initiative serves New York City residents ages 17 to 24. Statistics indicate that 47% of participants are public assistance recipients, 86% are high school dropouts, 56% are male and 44% are female. Participants are racially diverse with 58% being African-American, 38% Hispanic, 1% Caucasian and fewer than 1% Asian.

Staff

Executive Director
Moving Up Program Director
Project Directors
Intake Worker
Case Manager
Career Advisors
Job Developer
Occupational Skills Instructor
Basic Education Skills Instructor

Exemplary Practices

Quality Management

Continuous Tracking System

Information about young people in the program is obtained through intake, follow-up and job loss forms completed by the career advisors. Information contained on these forms is entered into a database and is used to track participants' progress and achievement of program goals. In addition, career advisors keep detailed case notes on each client and submit weekly reports of their activities to the Moving Up Program Director. Career advisors' annual salary increases are determined by how well the clients meet program goals.

Diverse Funding

The public/private partnership of funders supporting The Vocational Foundation, Inc. (the Moving Up program's parent organization) youth development initiatives include: 15 Corporations, 15 Foundations, and government agencies. All have funded the programs for many years.

Youth Development

Funds Provided for Personal Expenses

This initiative provides funds for baby sitting expenses for young mothers who might otherwise not be able to attend activities. College tuition money is available as well as driver education licensing fees. In addition, youth participants are provided with professional business clothing appropriate for an office setting. VFI also provides health related services and nutritional guidance.

Workforce Development

Job Bank

The initiative's job developers have a job bank of more than 2,000 New York City companies. Young people are placed in entry-level jobs in many of these companies with a career path track that best meets the need of both young people and the employer. The Moving Up initiative replicates the environment in which the young people will be placed after training. VFI facilities are located in a Manhattan building along with a diverse range of private sector businesses. Students clock in at 9:00 a.m. and out at 5:00 p.m., wear appropriate business attire, and display positive workplace attitudes.

Selected Highlights

Collaboration

Moving Up has developed a wide variety of linkages to enable young people to take advantage of other organizations' services. For example, there is a close relationship with the NYC Board of Education, which provides basic skills instructors. Additionally, Covenant House provides temporary housing to some youth participants and many other organizations refer young people to the Moving Up initiative. In the last three years, the Moving Up initiative has placed participants in more than 500 companies in New York City.

Evidence of Success

Initiative results from program year 1994-1995 indicate a high level of success for program participants. Of the 583 participants who began the program, 94% still actively participated after three months and 72% were placed in jobs following job training or enrollment in the program. By the midpoint of the program, 43% of participants who entered without a high school diploma earned a GED. Eight percent of participants are pursuing a college education.

New Jersey Youth Corps of Camden County/ The Work Group

3720 Marlton Pike
Pennsauken, NJ 08105
Contact: Deborah Reese, President/CEO
Tel: (609) 486-7390   Fax: (609) 486-7287

Mission

The mission of The Work Group's youth initiative, the New Jersey Corps of Camden County, is to restore and preserve the dignity of young adults who have been under-served and enhance their value to society by providing a comprehensive program of academic instruction and community service work experience that forms a solid foundation upon which to build a brighter future.

Context

To be eligible for the New Jersey Youth Corps Program one must: have not completed high school, have a minimum entry level reading and math grade level of 7.0, be able to commit to a nine month program and be a resident of Camden County.

Description

The Work Group's Strategy is to involve students in an active, engaging instructional program, where learning is relevant to their lives and to the work they want to do. The staff members have developed a curriculum which embeds all learning, including GED preparation, into topics of civic responsibility, economic understanding and personal, interpersonal and career development. The curriculum is experiential and problem-centered. Students learn through the posing and solving of real life and work-related problems.

The structure of the program requires students to attend class, community service and career exploration activities 5 days weekly from 8:30 am until 4:30 pm for 35 weeks. The program is broken into five 7-week modules and runs year-round.

Community Setting/ Population Served

The program serves young adults ages 16-25 who have dropped out of high school, have limited literacy and are unemployed. The student population is almost exclusively people of color and 95% of students are from Camden City. Most participants receive some form of public assistance and over 50% have been involved in the criminal justice system.

Staff

President/CEO
Vice President
Youth Corps Program Director
Program Managers
Trainers/Counselors
Teachers
Peer Leaders

Exemplary Practices

Quality Management

Commitment to Staff Development

The Work Group's objective is that all New Jersey Youth Corps Staff will participate in training for an equivalent of a minimum of seven working days. One day every seven weeks is set aside for development activities. At a minimum the following specific events must be attended each year by appropriate staff:

- New Jersey Youth Corps Annual Training Conference
- National Association of Service and Conservation Corps Annual Director's Meeting and Training Conference
- AmeriCorps Leadership Service Training
- National Youth Employment Coalition Annual Retreat

Youth Development

Promotion of Youth Involvement in Continuous Program Evaluation

Program staff, Peer Leaders, student representatives and program leaders engage in discussion to address where the program meets desired goals, what is working within the program , what is not working and why, what they can do to solve problems and what students still need. This study and analysis is called a "Program Improvement Plan (PIP)."

PIP is a highly structured data review and problem solving process that allows Senior Management, the Youth Corps Director, staff and Peer Leaders to routinely monitor progress, make continuous improvements and be responsive to the needs of students.

Workforce Development

Job Skills Training

The Work Group maintains active "Employer Advisory Groups" in four Labor Market areas: Office Technology, Medical Office Occupations, Carpentry/Housing/Building Maintenance, and Customer Service Occupations. Each Committee is headed by a chair from the employer community. The committee advises the program on Labor Market Trends, curriculum issues, and on access to jobs for students.

Selected Highlights

Collaboration

The Work Group has existing linkages with the community that allow access to resources including the following: Camden County Development/Job Training Resource Center (child care, referrals, placement resources), Cooper Hospital (health services), Concerned Citizens of North Camden (community outreach and recruitment), City of Camden Board of Education (recreational and social activities), AmeriCorps of Camden (corpsmembers serve as worksite mentors and also provide assistance in housing rehabilitation efforts) and FutureWorks/Carpenter's Union.

In addition, through the corpsmembers' community service projects, the program has a number of collaborative ties with agencies involved with housing, construction and rehabilitation.

Evidence of Success

For the 1995-96 Fiscal Year 76% of the participants completed the program. Over 75% of those who successfully completed entered employment. Of those 75%, 6% went on for advanced training. Further evidence of success is demonstrated by at least three participants having purchased homes in the area over the past three years following their completion of the program.

Stanley M. Issacs Youth Employment Program

Stanley M. Isaacs Neighborhood Center
415 East 93rd Street
New York, New York 10128
Contacts: Wanda Wooten, Executive Director
Howard Knoll, Director of Youth Services
Tel: (212) 360-7620 Fax: (212) 360-7629

Mission

The mission of this initiative is to improve the physical, recreational, educational, cultural and social welfare of the community. The program helps those in need help themselves so that they can gain greater control of their lives and contribute to the fullest in the social and economic life of the community and city.

Context

Participants are chosen based on their commitment to changing long-term patterns of unemployment and to developing the skills to find and keep a job.

Description

The Youth Employment Program consists of three services: STRIVE (Structured Training Results in Valuable Employees), a Job Bank and a Youth Leadership Program.

Through the Youth Leadership Program 24 adolescents (14-15) too young for mainstream employment tutor children in the Stanley Isaacs After School Program, are companions to homebound elderly and during the summer, revitalize neighborhood parks. Young adults (16-24), both in and out-of-school, use the services of the Job Bank, which provides basic job search skills and an opportunity to put these skills to work using classified job listings and the phone bank. STRIVE is an intensive three week attitudinal and entry-level employment, competency building model for out-of-school young adults ages 17-24 who are seeking employment. STRIVE focuses on core competencies for entry-level employment and recognizes that participants' needs do not end once placed in jobs. Follow up and support continue for two years to help participants build a successful employment record.*

**STRIVE was originally developed by the East Harlem Employment Service and adapted by Stanley M. Isaacs Neighborhood Center.*

Community Setting/ Population Served

The Youth Employment Program serves youth ages 14-24. All are low income and live in public housing projects. Most participants live in Harlem or Yorkville. With few adult role models and family histories of public assistance, these young people are at-risk of being chronically unemployed.

Staff

Executive Director
Director of Youth Services
Job developers
Manager
Counselors
Trainers

Exemplary Practices

Quality Management

Management Support of Continuing Education

Staff are encouraged to further their education. Through scholarships provided by the United Neighborhood Houses and Marymount Manhattan College, two job trainers are presently completing college degrees.

Youth Development

Youth Involvement in Evaluation

Youth Leadership participants meet as a group with their counselors for two hours each week to review their work, resolve problems, share accomplishments and offer suggestions. Quarterly, staff and participants evaluate each other. At year-end, participants evaluate the program and with their input, program adjustments are made.

At the end of each day STRIVE participants evaluate activities and are encouraged to suggest improvements. Participants also evaluate the STRIVE experience at the end of their cycle. Suggestions are reviewed and incorporated, if possible, into the following cycle.

Workforce Development

Focus on Attitudinal Adjustment

STRIVE focuses on attitudinal training in its job training component. The program stresses punctuality, the spirit of cooperation, the ability to take constructive criticism and to develop critical thinking skills. The attitudinal model forces the participant to confront and correct self-defeating attitudes and develop effective communication skills and confidence to move through the work environment.

Selected Highlights

Collaboration

The Youth Employment Program has established a number of collaborations with outside providers, including the Young Adult Learning Academy (YALA) in East Harlem for GED preparation and the Mt. Sinai Hospital Adolescent Health Center for counseling and general health services. The initiative also works with Suited for Success, a mentoring program for young women entering the workplace, and with students from the New School for Social Research's Human Resources Graduate Program who twice a year stage mock interviews with STRIVE participants, providing feedback and suggestions. There is also an extensive collaboration with the Union Settlement House which offers a College Readiness Program, SAT preparation classes, Teen/Parent Rites of Passage and Youth Entrepreneurship programs.

Evidence of Success

1995 program results indicate that the Youth Employment Program is successful in both placing and retaining participants. Out of 182 young people trained by the STRIVE program, 135 were successfully placed. Of the 754 walk-in participants to the Job Bank, 224 were placed. And of the 24 Youth Leadership participants 24 were retained.

STRIVE/East Harlem Employment Service

1820 Lexington Avenue
New York, NY 10029
Contact: Joe Scantlebury, Executive Vice President and General Counsel
Tel: (212) 360-1100 Fax: (212) 360-5634

Mission

The mission of STRIVE/East Harlem Service is to prepare, train, place, and support inner-city youth and young adults in long term employment experiences. In addition, its aim is to demonstrate the impact of attitudinal training and post placement support on the long-term employment of that population.

Context

STRIVE prioritizes recruitment and intake for individuals who are most in need, especially for families in poverty.

Description

The services that STRIVE offers include case management, career development, counseling on housing and domestic related issues, alumni activities, replacement and upgrade services, personal development and educational advisement. However, the fundamental elements of STRIVE's employment intervention are attitudinal development and post placement support. Attitudinal development is assessed and training rendered in the program's employment training workshop. The structure and design of the workshop genders considerable group interaction and oral communication. The intangible skills which are developed as a result of this interaction are crucial to the success of today's youth in the labor market.

Community Setting/ Population Served

The program serves a wide range of young people. This includes out-of-school students, children phasing out of the foster care system, former substance abusers, public assistance recipients, single parents and ex-offenders between 18 and 25 years of age.

STRIVE also commits to a minimum of two years of follow-up/post placement services. These services serve as a safety net for STRIVE graduates and allow for ongoing learning experiences.

Staff

Executive Director
Deputy Executive Director
Central Office Site Director
Graduate Services Staff
Trainers

Exemplary Practices

Quality Management

Constant Assessment

STRIVE program operations are formally and informally evaluated constantly. Formal evaluation activities were completed in January 1994 and October 1995 by New York University's Robert F. Wagner Graduate School for Public Service and the U.S. General Accounting Office, respectively. Informally, participant information and program outcomes are systematically tracked and reviewed on a daily, weekly and monthly basis.

Youth Development

Leadership Development

STRIVE has two participant representatives on its Board of Directors. In addition, approximately 50% of STRIVE's staff members are graduates of the training.

Workforce Development

STRIVE Employment Group

STRIVE is responsible for the conceptualization, establishment , implementation, development and management of STRIVE Employment Group (SEG), a consortium of New York City employment training and placement programs based on STRIVE approaches and concepts.

The network provides a diverse portfolio of organizations committed to the helping professions. It includes local development corporations, settlement houses, multi service organizations, a substance abuse treatment association, a foster care agency and an ex-offender service.

Selected Highlights

STRIVE is substantively involved with the Ford Foundation in developing a comprehensive career development approach to employment training and placement. This initiative is the Access, Support & Advancement Partnership (ASAP), a collaborative effort between Stanley M. Isaacs Neighborhood Center, Jobs for Youth Boston and STRIVE.

ASAP is expected to be a progressive, state of the art, technologically driven program based on sectoral job development strategies. ASAP is a proposed multi-million dollar initiative aimed at assisting 300 young people with career advancement.

Evidence of Success

As a result of the close relationship that STRIVE maintains with various employers, STRIVE has placed approximately 11,140 young men and women in unsubsidized jobs. These graduates havebeen employed at over 120 different companies in NewYork City. Follow-up evaluations have shown a 75 to 80% retention rate.

University of Rhode Island (URI)/ Guaranteed Admissions Program (GAP) JTPA Summer Employment Initiative

URI Urban Field Center
80 Washington Street Room 302
Providence, Rhode Island 02903
Contacts: Kathleen Dodge, Deputy Director
Laura Lavalee, Associate Director
Tel: (401) 277-5243 Fax: (401) 277-5263
E-Mail: lklava@uriacc.uri.edu

Youth Development
Evidence of Success
Workforce Development
Quality Management
PEPNet '96

Mission

This program is designed to encourage minority students to put college in their future. By committing to maintain a C+ average while participating in a rigorous curriculum, successful students will be guaranteed admission into the University of Rhode Island upon completion.

Context

The goals of the URI/JTPA program are that students will: work cooperatively in groups, articulate learning and document in portfolios, demonstrate computer skills in word processing and database management, develop a mission statement, and demonstrate a clear understanding of work place behavior regarding punctuality, dress, work station neatness cooperation and respect for others.

Description

GAP prepares students for entry into the college or university of their choice and guarantees their admission into the University of Rhode Island. During the summer students are given the opportunity to earn money while increasing their skill levels in academic areas such as research, writing, computer use, communication, computation and other job oriented skills.
During the school year on-site coordinators monitor the progress of students through a variety of indicators that help to prepare students for graduation. School year activities include SAT and PSAT preparation, college field trips, a college admissions workshop representing approximately 35 colleges and universities, a career day with a similar number of presenters, and after school tutoring sessions.

Community Setting/ Population Served

Students who are enrolled in the JTPA summer youth initiative are students who attend grades nine through eleven at the two largest high schools and one smaller alternative school in Providence. They are urban, minority, economically disadvantaged and/or academically deficient.

Staff

Deputy Director
On-Site Coordinators
Teachers

University of Rhode Island (URI)/Guaranteed Admissions Program (GAP) JTPA Summer Employment Initiative

PEPNet '96

Exemplary Practices

Quality Management

Commitment to Staff Development

Staff development is ongoing. Each staff member is given the opportunity to attend seminars, computer training sessions, national conferences, credit bearing educational courses and leadership training sessions.

Each year staff members attend development sessions through Providence Cranston Job Training Partnership and use these sessions to evaluate and refine the new year's approach to contextual learning.

Youth Development

Development of Academic/ Research Skills

Students are required to execute a tremendous amount of research in this project. To do so they must work closely with librarians at both the University and public libraries. Also, students have Internet access and have worked extensively in the University computer lab with the lab technicians.

Leadership Development

Students play a major role in designing and implementing this program. They create a work plan, mission statement, survey and list of research opportunities. They also conduct interviews by phone and set appointments for visits.

Workforce Development

Use of SCANS Competencies

Participants utilize all of the SCANS competencies during their involvement in the project. They learn to allocate time and material, participate as a member of a team, organize and maintain information, interpret and communicate information and improve and correct performance.

Selected Highlights

Collaboration

Collaboration exists between the University and the Providence Public Schools. In addition, the JTPA summer employment initiative has afforded the opportunity for the Partnership to form lasting relations with other public entities such as Roger Williams Park and Zoo, local day care centers and local health care providers. The project participants are well prepared for interaction with outside agencies. They are rehearsed in their presentation, coached in their overall demeanor, trained in appropriate dress and have a thorough knowledge of their subject area and the reason for the visit to the workplace.

Evidence of Success

Evidence of success of this program partnership can be found in the numbers of graduates who pursue higher education in colleges and universities. In the 1994-95 program year 76 participants were guaranteed admission into the University of Rhode Island. Of that number 15 participants opted to enroll in other colleges and universities including one Ivy League University.

In addition, the partnership has won numerous awards including: the 1990 AAHE Pioneer in School/ College Collaboration Award; the 1990 NEASC School/College Demonstration Partnership Award; and the 1991 AAHE Accelerating Minority Student Achievement Award.

Youth Internship Program (YIP)

Young Adult Learning Academy
320 East 96th Street
New York, N.Y. 10128
Contact: Leslie Reid, Director
Tel: (212) 348-0286 Fax: (212) 348-2848
Email: yala.reid@juno.com

Mission

The Youth Internship Program (YIP) of the Young Adult Learning Academy serves out of school youth ages 16 - 21 years of age. YIP's mission is to help these young people complete their educations and enter employment.

Context

Students are selected for YIP because they express an interest in early childhood education and demonstrate during the entry process that they are prepared to meet or exceed program expectations of attendance and performance.

Description

YIP uses teaching strategies that integrate academic subjects, early childhood education and the internship experience. This approach allows for innovative teaching through the use of hands on, relevant projects,. It enables students to practice what is being taught in the classroom and on the internship site, reflect and write about and share the experiences with one another. Through close collaboration of instructors and counselors (and feedback from students and internship site supervisors), staff and students develop ongoing assessment of academic, employment and child care performance. This collaboration takes place in developing projects which cut across curricula, weekly full staff meetings, and individual and small group counseling sessions and goal setting. Internships offer youth the opportunity to practice the employment and early childhood skills taught in the classroom. Youth then take these experiences and make sense of the skills they've gained by writing resumes, completing their goals sheets, writing college application essays and performing job interviews.

All essential activities are chosen and developed so that all youth in the program may improve their employment, academic, and child care skills. In addition, most youth experience successes in each area and can assess those successes, plotting new goals as they continue in and after they leave the program.

Community Setting/ Population Served

Participants come from all five boroughs of New York City. While extra effort is devoted to recruiting men, the program serves a majority of women, reflecting patterns of student interest. More than 50% of participants are on some form of Public Assistance; 40% are single parents; 65% are dropouts.

Staff

Director
Counselors/Case Managers
Job Placement Specialist
Child Care Instructor
Academic Instructors
Administrative Assistant

Exemplary Practices

Quality Management

Commitment to Staff Development
YIP Staff spend two full weeks in professional development activities. These activities include:

- Week long assessment and planning sessions at the end of the cycle
- Weekly meetings to review progress and plan new activities
- Frequent participation by staff in selected training activities conducted by outside experts
- Visits to other programs.

Youth Development

Youth Involvement in Evaluation
An outside evaluation is conducted by YALA students with an outside evaluator. Students, with the help of the evaluator design interview questions, decide on a methodology, collect information, generate conclusions, summarize information, make recommendations and share findings. Findings lead to changes in the program, including an enhanced teacher training including students; thoughts on what makes a good teacher.

Workforce Development

Strong Workforce Development Activities
All students participate in a six-week, full-time internship in a child care center. In addition, the program focuses on the development of a young person's employment work maturity competency skills.

Selected Highlights

Strong Collaboration
YALA's Family Support Office works with local hospitals, clinics, child care facilities and others to provide supportive services for students and trains staff in family related issues. YIP counselors develop relationships with social service agencies in mental health, housing and other areas. Transportation passes are provided to students as are breakfast and lunches through the New York City Board of Education. Through a collaboration with the Borough of Manhattan Community College. YIP developed a curriculum which brings together academic study with early childhood education. The collaboration also offers visits by students to the college and opportunities for interested students to enter bridge or actual college programs when they are ready.

The YIP senior counselor has developed extensive collaborations with several colleges for admission, financial aid, and scholarship processes. Included in these are the Community Leadership Program, HEOP, and the Early Intervention Program at Marymount College and HEOP at Fordham University. Each year, approximately 15 YALA students are accepted to Marymount Manhattan college's various programs.

Evidence of Success

Portfolio Based Assessments
YIP's use of Portfolio Based Assessments led to a high number of young adults earning their GEDs and transitioning to post-secondary/higher education. For YIP, portfolios provide a foundation for the integration of academic instruction with vocational instruction and work experience. This approach allows for innovative teaching through the use of hands-on, relevant projects. It enables students to practice what is being taught in the classroom and on the internship site, reflect and write about and share the experience with one another. Despite pressure by the funding to source to transition young adults into the world of work, YIP has diligently focused on keeping educational enhancement first.

Recognized as providing exceptional Job Training to targeted population by the local SDA
YIP received an excellent contract rating from the NYC Department of Employment for their work with a 100% drop-out population in the 94/95 program year. In addition, the program was recognized for excellence in program administration, fiscal monitoring and compliance/contract enforcement.

Youth
Development
Evidence
of
Success
Workforce
Development
Quality
Management
PEPNet

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ACKNOWLEDGEMENTS

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ACKNOWLEDGEMENTS

September 16, 1999

The success of PEPNet is due to the hard work and support of many people. On behalf of the National Youth Employment Coalition (NYEC), we would like to single out the following for their help this year.

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Raymond Uhalde
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Armando Quiroz, Maria Torres

NYEC Consultants
Ellen Wernick, Editor
Susan Kim, Graphic Artist

All of the PEPNet '99 Applicants

We at NYEC are committed to continuing what PEPNet has started: the recognition and dissemination of the practices that help young people become self sufficient citizens. By improving policy and practice in the youth employment/development field, PEPNet is helping provide young people with the opportunities they need to develop fully and enjoy a secure future.

Alan Zuckerman
Executive Director

Kate O'Sullivan
Director, PEPNet for Programs
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Broward Employment & Training Administration
Bryant Adult/Alternative High School
Bucks County Office of Employment & Training
Center for Employment Training
Children's Defense Fund
County of Riverside EDA-Job Training
Covenant House California
Covenant House International
Covenant House New Jersey
Covenant House New York
Earle C. Clements Job Corps Center
Employment & Training Centers
Enterprise for High School Students
FEGS
Fresh Air Fund
Fund for the City of New York
General Board of Church & Society of the United Methodist Church
Good Shepherd Services
Home Builders Institute
Jobs for the Future
Jobs for Youth, Inc. - Boston
Jobs Training & Services, Inc.
Kern High School District
KMY Consulting
Manpower Demonstration Research Corporation
Marriott Foundation for People with Disabilities
Metropolitan Career Center
Minnesota Youth Programs
National Academy Foundation
National Alliance of Business
National Association of Workforce Boards
National Association of Service and Conservation Corps
National Center for Strategic Nonprofit Planning
  & Community Leadership
National Center on Education & the Economy
National Crime Prevention Council
National League of Cities
National Mentoring Partnership
National Puerto Rican Forum
National Urban League
New York City Job and Career Center
Oakland Private Industry Council
Ohio Department of Natural Resources - Civilian Conservation Corps
Opportunities For A Better Tomorrow
Pima County Workforce Development Board
Pine Street Inn
Prince George's County Private Industry Council
Private Industry Council of Philadelphia
Rea & Associates, Inc.
San Francisco Youth Employment Coalition
Sar Levitan Center at Johns Hopkins University
School and Main Institute, Inc.
Stanley M. Isaacs Neighborhood Center
Star Mountain, Inc.
STRIVE - East Harlem Employment Service
Sunnyside Community Services
Texas Youth Commission
United Friends of the Children Bridges
United Neighborhood Houses of New York, Inc.
Urban Solutions, Inc.
US Conference of Mayors
US Peace Corps
Vocational Foundation, Inc.
WAVE, Inc.
West County Community Services
W.K. Kellogg Foundation
Worksystems, Inc.
YMCA of the USA
Young Adult Learning Academy
YouthBuild USA
Youth Development and Research Fund
Youth Resource Development Corporation

NATIONAL YOUTH EMPLOYMENT COALITION